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ABSTRACT

This guide, designed to be accompanied by computer software, contains classroom activities and instructional techniques to be used in implementing the first-year core Spanish language curriculum for Georgia's public schools. Activities are correlated with goals and objectives specified in the state curriculum. Each provides information and directions for teachers and/or students and includes suggestions for evaluation. Introductory sections discuss the philosophy of foreign language education, the planning process for learner-centered foreign language instruction, and suggestions for promoting students' cognitive awareness in the classroom. A series of classroom activity units based on core curriculum objectives and language functions follows. Each unit outlines the function, the activity objective, language needed, specific skills addressed, suggested time frame, materials needed, procedures, evaluation methods, and supplemental activities, and includes student worksheets. Unit topics include: animals; classroom objects; classroom routine; clothing; colors; days, months, and seasons; family; geography; rooms of the house; numbers; body parts; time and time expressions; vacations; and weather. A list of print, nonprint, and computer resources for instruction is included, and a series of handout masters is appended. (MSE)

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Spanish I

Resource Guide

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SPANISH I

RESOURCE GUIDE

SPANISH I Course Number: 60.071

Division of Curriculum and Instruction
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334-5040

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Introduction

Georgia's movement toward foreign language curriculum design that focuses on students' gaining a functional command of another language necessitates changes in the ways teachers conceive and implement instruction.

Students must be presented numerous opportunities to practice using the language for real-life application; hence, the creation of resource guides to further assist teachers' interpretation and implementation of the Quality Core Curriculum (QCC).

The activities contained in the Spanish I Resource Guide are correlated to specific goals and objectives of the foreign language component of the QCC. Each activity provides clear and easily understandable information for the teacher or students, as well as specific suggestions for evaluation.

Teachers may use these activities to enable their students to put into practice the goals of the foreign language curriculum as specified in the QCC.

Philosophy

Learning a second language benefits all students. Through learning how to listen, speak, read and write proficiently in a second language, students develop communicative skills that are necessary within a global society.

With the ever-increasing interdependence of nations, foreign language study is crucial to the global effectiveness of the United States in education, diplomacy, security and economics. It is also vital to our international understanding and cultural awareness of other peoples. Given the economic and political imperatives to be better prepared to function in a multicultural setting, learning another language enables students not only to communicate with speakers of other languages, but also to understand the cultural perspective of the people and to become more sensitive to cultural diversity within the course of communication.

The ability to communicate effectively in a second language, in combination with training in other disciplines, is a highly desirable aspect of career preparation. The U.S. Department of Labor's Occupational Handbook observes that in the last decade of the 20th century people will have a better opportunity for employment in any profession if they also know a second language. The presence of more than 1,200 foreign-owned facilities within the state of Georgia, employing more than 85,000 Georgians, signals the necessity of a broader perspective and increased global awareness on the part of all citizens. Moreover, many United States-based firms that are heavily involved in international business maintain their headquarters in Georgia. There exists, therefore, a multinational presence within the state that will continue to need Georgians prepared to work within an international context.

While there are clear national imperatives that relate to language study, there are also many personal benefits that accrue as a result of the investment in learning another language. Language students improve study skills as they learn better how to organize, attend to detail, memorize, take notes, spell and develop review techniques. Furthermore, foreign language study provides a vehicle for exercising and extending such cognitive functions as analysis, discrimination, inference, induction and reconstruction. Consequently, the student is able to apply these cognitive functions to other areas with greater facility and insight. Foreign language study also provides a frame of reference for problem-solving and for coping and interacting with other lifestyles and peoples. Continued study of a second language enables students to go beyond functional tasks -- to wonder, to imagine, to create, to decide what is good, enjoyable and necessary for their own lives.

As a result of skills acquired through their language-learning experience, foreign language students perform better than other students on college entrance examinations and other standardized tests. They also generally perform better in classes of English and mathematics than their peers who have never studied another language. Students can gain greater insights into the workings of their native language through seeing its relationship to another language. Enhanced understanding of English grammar and vocabulary is a direct benefit of studying a second language. In the same manner, the skill of analysis, whether an intentional or a subliminal aspect of language study, provides students with a vital key to the understanding of higher level mathematics.

For students to develop a real, functional use of the second language, they must devote at least five to seven years to language learning. Such an experience is most effective if begun at an early age when children are acknowledged masters of language acquisition. Students should have the opportunity to learn foreign languages as early as possible, even from the first year of school, and for as long as possible.

For Georgia's youth to be prepared to function within the developing global society, they must be provided a curriculum that enables them to use a second language for effective communication in real-life situations. Therefore, classroom activities and assessment techniques should reflect the practical applications of language usage.

The Georgia Board of Education has adopted the foreign language component of the Quality Core Curriculum (QCC) as its mandated direction for foreign language instruction in Georgia's classrooms. Through its implementation, our students will be taking one of their biggest steps toward becoming globally literate citizens.

The Planning Process in Learner-Centered Foreign Language Instruction

From the Classroom to the QCC and Back

Many components have to be brought together to allow successful learning and teaching to take place. The following short guide for planning instruction is designed as a model in the organization of these components.

Whatever the planning process chosen by the teacher -- and there is no one exclusively correct method -- there are two basic premises.

1. The nature of the learner, the nature of the teacher and the time allocated to foreign language learning are essential considerations.
2. The interaction between the learner and the teacher in the classroom is crucial to language learning. The teacher is responsible for planning and implementing the foreign language program; the learners carry the results of the classroom experience into their future.

The Profile of the Learners

gain awareness
of other lifestyles
and cultures

gain satisfaction
from learning
a second language

see the purpose in
what they are doing

talk in the second
language to each
other as well as
to the teacher

use the second
language to ask
for help or
explanation

THE

LEARNERS

feel confident
about using the
second language

use the second
language to
communicate real
information

ask questions
and make comments
as well as
respond

understand the
second language
for instruction
and explanations

receive information
about their own
progress

The Profile of the Teacher

understands the aim of the curriculum

takes account of how students learn effectively in the classroom

builds students' confidence in using the second language

THE

creates a proper environment in the classroom through posters, maps, realia

helps the students see the purpose of what they're doing

TEACHER

does not inhibit students' desire to communicate by overemphasizing correct language

devises communicative situations in which students can practice language use

creates "real-life" situations in class

increases opportunities for students to interact by planning activities involving groups and pairs

uses the second language as much as possible for classroom management

uses material that appeals to young people

keeps students informed about their own progress

The Performance Planning Cycle

LANGUAGE

known vocabulary
learn new vocabulary
known grammar
learn new grammar

MATERIALS

pictures
slides
films
tapes
songs
dialogues
charts
stories

STUDENTS'
PERFORMANCE

SKILLS

listening
speaking
reading
writing

ACTIVITIES

individual
pair
group
whole class

EVALUATION

oral testing
written testing

The purpose of all planning and teaching is to enable the learners to function confidently in the target language, according to their ability and appropriate to the time spent on task.

There are five basic principles to consider in the learners' progress towards a satisfactory performance level in the language.

1. Language - Students progress from the known language to the new language, which includes grammar and vocabulary.
2. Skills - They are integrated as naturally as possible. Culture is expressed by language; it is not a skill.
3. Materials - They are as authentic and as lively as possible. The textbook should be the resource for only a part of the teaching time. The remainder is used for materials that the learners and the teacher bring to class, including human resources (native speakers, field trips, exchange students).
4. Activities - They vary frequently and require different classroom configurations. (see Performance Planning Cycle.)
5. Evaluations - Only what is taught will be tested, and evaluation will be accomplished in various, imaginative ways. Oral testing becomes more important, because oral performance in the target language is the norm rather than the exception.

Planning: From the Yearly Program to the Individual Lesson

The Year

The Quality Core Curriculum (QCC) determines the minimum content for each year, according to the level of the learners.

The teacher, who knows the learners' abilities, can determine whether additional topics should be planned and taught. Generally, the textbook should not determine the scope and sequence for one year's work. Authors, by the very nature of the textbook writing process, have an ideal learner in mind or have based the text on a group of learners familiar to them but who may have little in common with the learners at another school. For this reason, among others, the QCC was developed by experienced teachers in the state of Georgia.

The extent to which a teacher exceeds the requirements of the Quality Core Curriculum is ultimately the decision of the individual, keeping in mind the capabilities of the learners. Although the responsibility for such an important decision may be viewed as a problem, it may also be regarded as a privilege to be exercised gladly. Whatever the decision, it is the teacher who must ensure that the needs of the learners are met, so that the learning experience is satisfactory.

The Topic (The unit of the course)

Again, the teacher must determine whether the unit of the course meets the QCC requirements and what the goals are for the learners. The following questions will be helpful in evaluating the effectiveness of the topic.

1. Is the vocabulary age-appropriate and recent? Are there too many new items? What is the active vocabulary? What is the passive vocabulary?
2. Is the cultural information current and learner-relevant?
3. Are there enough activities and exercises for all four skills (listening, speaking, reading and writing)?
4. Is grammar dealt with in a way that clarifies its supportive nature to the learner?
5. Are there exercises for the learners to work in pairs and small groups?
6. Are there ideas for tests that reflect the teaching emphases and help the learner?
7. Is there listening and reading material for use by individual learners?
8. Is the suggested time frame realistic for the learner?

The Individual Lesson Plan

Format: Warm up

Overview

Presentation of new material

Practice

Check

Possibly homework

Note: In most classroom situations teachers will be able to set a fixed appropriate amount of homework. They should give homework assignments with clear instructions at the end of the lesson before the class period ends and must check homework at some time during the lesson, not necessarily always at the beginning of class or at home. The success of foreign language instruction should not be dependent on homework, because such an approach excludes too many learners.

The foreign language lesson should take place in the target language. If the use of English seems necessary, it should be restricted to closely defined areas of instruction. A constant switch between target language and English does not give learners a comprehensive example on which they can model their own use of the language.

Warm up

The scene and the tone of the lesson have to be set. It may start with a general conversation on a birthday, a game of football, a new piece of clothing, the weather, some previously learned material, some recent news event, etc. Everyone is involved.

Overview

The teacher should focus on the topic/activity/plan for the lesson and make sure the learner stays involved. Students should know where the lesson is going and that it has a goal.

Presentation of new material

New material may be presented by means of a listening text, picture, video, reading text, teacher story, etc. Teachers should remember that new words do not prevent understanding and that preteaching is necessary if the text is too difficult.

Comprehension of newly presented material is checked in the target language through different types of exercises (matching, blanks to fill, questions, etc.).

Practice

The teacher should arrange activities for all skill areas in different classroom configurations for the students to practice the new information and the new vocabulary. Grammar may be taught from examples in an inductive way and practiced with examples made up of known materials. The level of ability of the learners will determine how explicit the explanations of grammar will be; in the early stages of language learning, grammar may often be reduced to lexical items.

Check

At the end of the lesson, the learners and the teacher should establish whether they have met the goal that was presented in the overview. An effective strategy for ending a lesson is to introduce very briefly a portion of the next lesson.

The lesson plan presented above is an example that invites variation, because foreign language lessons should never become totally predictable in their sequence. The basic elements are always there, but the learner is kept motivated by being involved in the planning, by being positively reinforced through oral and written encouragement from the teacher (tests), and by being constantly surprised with new variations of the same material.

Suggestions for Teaching the Cognitive Skills

In a nutshell, cognitive learning can be reduced to three aspects: obtaining information, interrelating information and evaluating information (Fisher and Terry, in press). Students have a right to be informed about all three. The term "metacognition" means being aware of one's own thinking processes. Teachers should take every opportunity to help students think through their cognitive processes and feel at ease with the terminology. It is embarrassing that until recently we have not made thinking a legitimate focus in the classroom. Obtaining information in the foreign language class involves the use of all the senses to bring new ideas and experiences to one's cognitive awareness. The following suggestions may be useful in triggering your own ideas.

1. Make the classroom a visual feast to stimulate right brain learning. Put up pictures with a dramatic content that evoke strong emotional responses; use them to teach an expressive vocabulary, to stimulate creative writing, to inspire a skit. Change them frequently.

2. Keep a bulletin board that is sectioned off to invite student-contributed examples of metaphor, simile, onomatopoeia, alliteration and puns in the target language. Students place their examples under the proper heading and gain experience in classifying.

3. Keep maps -- world, regional, city -- on the walls or ceiling for ready access when locating the action of a current event or reading passage.

4. Display ads in the target language that contain logical fallacies: false analogies, innuendo, stereotyping, loaded words, and examples of bandwagon appeals. Use them as a springboard to discuss faulty reasoning.

5. Create a cartoon corner with examples of humor clipped from foreign magazines; analyze the responses of the class members as to what makes a particular cartoon funny -- or a flop. Post original cartoons drawn by your students. Provide wordless cartoons and invite students to create the captions.

6. Every day put the lesson plan for each period on the board in skeletal form; it will help students see the structure undergirding their learning activities.

7. Find every possible reason for displaying student-created drawings and sketches. Use them to cue pattern drills, to establish in-group jokes, to capture and reshape the essence of a shared class experience.

8. Unleash your spatial creativity by hanging displays, mobile-fashion, from the ceiling. Movable components that stir gently in currents of air show how perspectives can change.

9. Use the ceiling itself. Put the whole solar system over your students' heads or focus in on constellations of stars with their designations in the target language; run the trunk of a paper tree up one wall and spread its branches over the ceiling -- then populate it with flocks of birds to be identified and animals of forest and jungle. Perch a particularly ominous creature directly over the desk of the class clown.

10. Set aside wall space for a permanent "newspaper" to publish poems, artwork, paragraphs, editorials, news items and letters of students from all levels of the language you teach. Run a contest to come up with the best design for the masthead and wittiest logo.

11. Post the lyrics of a "song of the week" in a prominent place; keep a tape of the song playing softly in the background as students enter the classroom; take 10 minutes midweek to teach the

song to your students -- they'll develop a rich repertoire of music to share.

12. Think three dimensionally. Stand an old coatrack in one corner with an irresistible assortment of odd headgear, jackets, wrap-around skirts, cloaks and umbrellas to help students establish new identities when role-playing.

13. Make sure there are real plants with flowers abloom in your room, just for the sheer aesthetic pleasure of the color and fragrance they provide. Grow an array of herbs in pots to offer interesting textures and odors and to provoke discussions of good things to eat.

14. Above all, keep in mind that where language-learning is the goal, a visually stimulating classroom is not an option, it is a requisite. It supplies images and models -- both print and nonprint -- that motivate students to speak spontaneously; it helps students develop their powers of observation (try adding a new visual in an unlikely area of the room and see how many students can spy it by the end of the class); and it visually reinforces points of target culture.

15. Information is also obtained in the foreign language classroom through listening. Assuming that students cannot produce the correct sounds of the target language if they cannot hear them, turn minimal pair exercises into listening games and give students plenty of opportunity to "play."

16. Teach them the clues that native speakers listen for in a stream or oral language to help distinguish person, number, gender and tense.

17. If you live in an area where there is a sizable population of native speakers, invent listening assignments in which your students are sent to public places to eavesdrop discreetly on conversations and bring back linguistic discoveries to share: a new vocabulary word, an interesting idiom, an angry retort, something funny that made everyone laugh.

18. Bring native speakers into the class (in the flesh or on film) and help your students become comfortable with listening for the gist -- the audio equivalent of skimming and scanning.

19. Capitalize on the compelling human response to story by telling anecdotes, folktales and ghost stories; let your students convert the listening experience into another form -- a picture, a dramatic enactment, a poem, a dance.

20. Write audio-motor units to teach oral language and culture through physical response to commands. Make sure that the tape has fascinating background sounds to help establish the dramatic situation.

21. Buy commercially prepared tapes of the sounds of nature (waves crashing, bird calls, the song of whales). Use them to establish an atmosphere for exercises calling for synthesizing, associating and intuitive problem solving. Find tapes that help students identify the paralinguistic features that reveal anger, sarcasm, hostility, joy.

22. Ask your students to make their own tapes of interesting sounds -- a cricket chirping, the wail of an ambulance, a church organ. Then ask class members to identify what they hear -- a wonderful way to motivate vocabulary learning while providing for creative involvement of students.

The second aspect of cognitive learning, interrelating information, can be enhanced through specific techniques. Curtain and Pesola (1988, pp. 102-112) give excellent examples of how a Foreign Language in the Elementary School teacher can use "thematic webbing" to provide holistic instruction and tie the content of the foreign language class to other areas of the school curriculum. Using the theme of bears, for instance, they suggest activities ranging from creating a year time line tracing the bear's cycle of hibernation and activity (science) to making puppets and enacting a story about bears (art and dramatics). They also show how the use of Venn diagrams can help even the youngest language learner to become aware of differences and similarities, and how children can participate in graphing activities to gain experience in classifying and counting.

Another technique, the "semantic cluster," helps students to see relationships among ideas. The teacher gives the class a topic, which the student writes in the center of a piece of paper. Then, for only a minute or two, the students begin to free-associate words, phrases, images and emotions that are called to mind by the topic. They are written randomly around the central word, encircled and connected to the stimulus word by lines to produce the semantic cluster.

TV ads for
nose spray

rigidity

phone calls that
try to sell or
solicit

cucumber

HATE

invasion of
privacy

bigotry

junk mail

terrorism

insensitivity

The teacher can put a semantic cluster on the overhead projector and ask students to look for interrelationships. In the above example, it might be seen that tasteless TV ads, unwanted phone calls and junk mail are all invasions of privacy, while rigidity, bigotry and terrorism have definite links to insensitivity -- and so does invasion of privacy. Only the cucumbers are left unaffiliated in this semantic cluster, and a student wit is sure to invent a semi-plausible interrelation.

A classic source for practice in interrelating ideas is the analogy. Foreign language teachers at the middle school level and above can help students connect words with their meanings through the use of analogies. Teach the traditional format of the analogy as used in the SAT (A:B :: C:D). Gradually introduce, with plenty of examples in the target language, the main categories of analogies (Bencich, et al., pp. 5-6):

a. synonyms	cheat : deceive :: trust : believe
b. antonyms	cut : bind :: destroy : build
c. abstract to concrete	patriotism : flag :: death : coffin
d. cause and effect	rain : growth :: sun : heat
e. degree of intensity	big : colossal :: dark : ebony
f. class to species	car : Volvo :: dog : Doberman
g. part to whole	window : house :: zipper : pants
h. use	hammer : nail :: scissors : cloth
i. large to small	whale : dolphin :: condor : canary

Point out how grammatical clues can be helpful in identifying true analogies: A noun must have a parallel noun, not a verb, for instance.

hat : head :: shoe : foot

Have students create their own analogies, using words from present and past vocabulary lessons, and explain their analogy.

Still another technique, known as the Frayer Model (illustrated below), helps students identify the essential characteristics and examples that define a word. It also adds a new twist by requiring students to list nonessential characteristics and provide nonexamples (Bencich, et al., p. 91).

THE FRAYER MODEL

ESSENTIAL CHARACTERISTICS	**NONESSENTIAL CHARACTERISTICS**
1. slender cylinder 2. contains material that makes a mark 3. used for writing or drawing 4. pointed	1. length 2. width 3. color 4. manufacturer 5. shape
pencil	
EXAMPLES	**NONEXAMPLES**
1. mechanical pencil 2. wooden pencil 3. Heath pencil 4. eyebrow pencil	1. fountain pen 2. ruler 3. felt-tipped marker 4. chalk

These and other techniques that help students learn to interrelate information can be adapted for different levels of cognitive development.

The third aspect of cognitive learning, evaluating information, emphasizes critical thinking skills. There could be no better use of class time than helping students develop the ability to think critically about what they see, hear and read in the second language. One caution is essential: when asking questions that call for the use of higher order thinking skills such as analysis, synthesis and evaluation, the teacher must increase the "wait time" for a student response before redirecting the question to another student. Increasing the usual two-to three-second wait to five seconds has been shown to elicit more detailed answers in a student's native language; for an answer in a foreign language, waiting an additional two or three seconds will encourage a more detailed response.

Another possibility is for the teacher to ask an analysis, synthesis or evaluation question to the entire class and let groups of three or four arrive at the answer. A whole-class discussion of all the answers should follow, with the teacher asking students to label the thought processes that have been used (inferring, comparing, generalizing, identifying cause and effect, etc.). Teachers should be careful to ask some questions that have multiple answers or answers open to several interpretations. This procedure helps students realize that problems do not always have just one solution. It is also important to require students to generate questions themselves, with an emphasis for more advanced students on going beyond the usual knowledge or comprehension level questions. Studies have shown (Eze, 1988) that students who formulate questions that are later used on their own exams have a better attitude toward test-taking and demonstrate higher levels of achievement.

An interesting variation is to give students the answer and ask them to supply the question that elicits that response. This switch on the usual classroom procedure gives students an opportunity to think divergently and sometimes leads to an unexpectedly humorous answer: "9-'W'"? The question is, as every American student of German will know, "Does your name begin with a 'V,' Herr Wagner?"

In both reading and listening activities, teachers can help students sharpen their critical thinking skills. Identifying the main idea of a paragraph or an oral presentation is a skill that takes practice; ferreting out the supporting details requires even more experience. Students need help in learning how to judge logical consistency, in making inferences as they read or listen and in evaluating the accuracy of the implied but not directly stated idea. Awareness of an author's or speaker's expressive style is also critical; students must be alert to the ways that personality and emotion can influence response.

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Topic: **Animals / Pets.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students ask and respond to oral questions, identifying names of animals and associating animals with their owners.

Language Needed

A. Content: animal names and animal foods

B. Linguistic Forms: ¿Qué clase de....? ¿Qué? comer, tener, possessive adjectives; pronouns

Specific Skills Addressed: Reading, listening, speaking, writing

Suggested Time Frame: 40 minutes

Materials Needed: Handouts A and B (provided in rough form following pages and also in Illustrations Packet); cue cards on animals

Procedures

1. Familiarize students with the names of animals and what they eat, using visual cues and having students repeat. This can also be a good activity for oral drills (chain, partners, conversation).

2. Familiarize students with necessary questions and language skills by practicing those forms with the class or in small partner groups.

3. Designate a student who can demonstrate the procedure of the handouts. Student A asks the questions of Student B when Student A is missing the information on her handout and vice versa.

4. Divide students in partners. Distribute Handout A to one student and Handout B to the other student in each partnership. Then have students ask each other the appropriate questions and write their partner's response in the empty spaces. Make sure students do not show their handouts to each other, since doing so would negate the purpose of the activity of asking for and receiving information orally.

Evaluation Methods

Move about the classroom to answer questions and to monitor the activity. Points could be awarded for students' active participation, asking for information and giving a response. Stop the activity before too many students have finished to avoid off-task behavior among the faster students. Ask the same questions about the handouts, eliciting oral responses from the class as a whole or from small groups.

Springboard Activities

1. Have students write a paragraph, giving the information learned about their partner's sheet.

2. Ask students to make up their own versions of the handout sheets, with names of people and pets' names.

3. Have students estimate how much a particular animal eats or how often, playing "Tonterías!" For example, after you give a quantitative statement, have students decide if it is reasonable.

> Teacher: Un mono come 2 000 plátanos en un día.
> Student: Vale. o Tonterías!

Source: Adapted from Wechselspiel, Langenscheidt, Berlin, München, 1986

NOTE: Paired handouts for Student A and Student B follow on the next two pages. Because of the electronic format required for this resource guide, there is no artwork included on the computer version of this activity. However, reproducible hard copies of the handouts are included in the Illustrations Packet.

Handout for Student A

A: ¿Qué clase de animal tiene el Sr. Rodríguez?
B: Tiene un ratón.
Estudiante A escribe "un ratón."
A: ¿Y qué come su ratón?
B: Come trigo.

Sr. Rodríguez	Sr. Flores	María	Juan
	picture of a cat	picture of a hamster	

Antonio	Sr. Rojas	Diego	Mariela
picture of	picture of a cat		picture of a poodle

Carlos	Sra. Molina	Srta. Cuellar	Jose
	picture of a pig		

Enrique	Pilar	Tú	Tu pareja
picture of a monkey		?	?

Handout for Student B

A: ¿Qué clase de animal tiene el Sr. Rodríguez?
B: Tiene un ratón.
Estudiante A escribe "un ratón."
A: ¿Y qué come su ratón?
B: Come trigo.

Sr. Rodríguez	Sr. Flores	María	Juan
picture of			picture of a goldfish

Antonio	Sr. Rojas	Diego	Mariela
		picture of a snake	

Carlos	Sra. Molina	Srta. Cuellar	Jose
picture of a rabbit		picture of a horse	picture of a dog

Enrique	Pilar	Tú	Tu pareja
	picture of a bird	?	?

Topic: **Animals/Pets.2**

Quality Core Curriculum Function: **Function D**

Responds in oral or written form to a structured question (yes/no, either/or) presented orally or in writing about real, personal experiences

Activity Objective: Students read for understanding basic information about pets.

Language Needed

A. Content: names of animals, descriptive adjectives (color, size, personality), numbers

B. Linguistic Forms: present tense verbs, possessives, pronouns, adverbs

Specific Skills Addressed: Reading, writing

Suggested Time Frame: 20-30 minutes

Materials Needed: Handout of letter, chart handout, evaluation form handout (attached)

Procedures

1. Preorganize the reading selection by having students seek basic information in the letter handout: type of document (letter), dates, places, peoples' names, topics.

2. Have students skim the letter for basic information. Ask advanced organizer questions such as "What's it about?" "How many animals are described?" and "What's the family like?"

3. Ask students to re-read the letter for deeper comprehension.

4. Have students complete the chart (handout) with the requested information, which is to be found in their reading.

Evaluation Methods

Check student comprehension by using the third handout (attached), which is a series of statements to be marked True/False. To do more evaluation of student comprehension, create a series of questions to answer concerning the information provided in the letter handout.

Springboard Activities

1. Have students write a letter about their own pets, real or imaginary.

2. Read the letter aloud or have it recorded by a native speaker and then have students identify to whom each pet belongs, thus converting this reading activity into a listening activity.

Handout 1 (Letter)

León, el 20 de mayo, 1990

Querida Sara,

¿Cómo estás? Estoy bien. Tengo tu carta de dos semanas. Me alegro recibir la carta.

Hoy voy a decirte de mis animales. A nuestra familia le gustan los animales. Cada persona en la familia tiene un animal. Mi padre tiene un perro. Se llama Cipión. Cipión tiene 13 años, es pequeño, largo y negro, con patas y orejas morenas. Mi madre tiene un pájaro. Se llama Perrico. Es ruidoso y le gusta cantar, especialmente en las mañanas, cuando deseamos dormir. A Perrico le gusta cantar su canción favorita muy temprano por la mañana. La canción es una canción de <<Buenos días>>. Perrico es azul con un pico amarillo. Mi hermano tiene un serpiente. Se llama Sérpico. Es muy largo y bonito. Aunque no me gustan los serpientes, Sérpico es muy bonito porque es de muchos colores. Tengo una gata muy bonita y dulce, Michita. Michita es blanca con una pata negra.

Le gusta comer los ratones. ¡Que' horrible! Hace dos años que come ratones.

Ahora, a ti te toca. Escribeme y dime de tus animales.

Tu amiga,
Carmen

Handout 2 (Chart)

¿Qué comprendes?

After reading the letter to Sara, fill in the chart with the requested information.

Person	Pet	Pet's Name	Age	Colors	Adjectives

[**NOTE**: Teachers may wish to simplify this comprehension evaluation form by completing some of the cells in the grid before distributing the sheets to the students.

Also, the basic information can be changed and a totally new reading or listening activity created.]

Handout 3 (True/False Quiz)

Respond with CIERTO if the statement is true according to the letter from Carmen. Respond with FALSO if the statement is incorrect or was not included.

1. Sara es la hermana de Carmen. ________
2. Carmen tiene un pájaro. ________
3. El padre tiene un perro. ________
4. El pájaro es blanco y tiene ojos negros. ________
5. La familia tiene seis animales. ________
6. A la gata le gusta comer serpientes. ________
7. A la familia le encantan los animales. ________
8. El perro es el animal más bonito. ________
9. El serpiente tiene dos años y medio. ________
10. El serpiente es de muchos colores. ________
11. Carmen ya sabe mucho de los animales de Sara. ________
12. El pájaro se llama Perrico. ________
13. La hermana tiene un ratón blanco. ________
14. La gata vive con la familia hace cuatro años. ________
15. El perro es un pastor alemán. ________

Topic: **Animals/Pets.3**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students will ask and give information about lost and found pets.

Language Needed

A. Content: names of animals; descriptive adjectives (color, size, personality); adverbs of time; bastante (rather); numbers

B. Linguistic Forms: present tense of verbs (estar, parecer, tener...); possessive pronouns, simple expressions of emotion (Lo siento, etc); past tense of ver and perder (no he visto, he perdido...).

Specific Skills Addressed: Speaking, reading, writing

Suggested Time Frame: One class period

Materials Needed

Transparencies A, B, C and D and Handouts 1 and 2 (described here at the end)

Procedures

1. Help students brainstorm information and vocabulary needed to describe lost or found pets (type of animal, color, size, sex, age, name, etc.) Put all the contributions on a transparency as students participate. (The result will resemble Transparency A, suggested below.)

2. Show Transparency A, and have students copy words from the transparency onto Handout 1.

3. Have students complete Handout 2.

4. With a model student, read the dialogue on Transparency B. Let students then practice this model conversation with each other in pairs.

5. Then display Transparency C and choose a model student with whom to create the dialogue. Let students again pair off and practice the dialogue, following the cues from the transparency. Have students change partners every two minutes or so.

6. Display Transparency D and play the role of an attendant at the animal shelter. First ask basic questions (¿Qué perdió? ¿Qué busca? ¿Cómo se llama su animal? etc.) of various students. Then model the conversation as a whole with one selected student. Students may then practice being the interviewer and the interviewee in pairs.

Suggestion: To form pairs very quickly, simply have students count off (1, 2; 1, 2), forming pairs as students count. Students in small classes may be paired off merely by having them arrange their desks in two straight rows facing each other. More interesting, but requiring more time and some advanced preparation, is the process of having the class members draw number slips from a box into which will have been placed sets of slips numbered 1 or 2.

Evaluation Methods

Role-play with students the different situations dealing with lost and found pets. Or, have students write or ad lib a situation in which they are asked to include certain questions or information. Evaluate them on communication, use of vocabulary, fluency, pronunciation and variety of linguistic forms used.

Springboard Activities

1. Ask students to bring to class a picture of an animal and a written description on a 3x5 card. Display the pictures and distribute descriptions of the cards. Challenge students to match the description with the picture. (writing, reading)

2. Read the descriptions of the pictures and have students identify the animal being described. (listening)

3. Let students role play certain situations such as asking a parent for a pet or buying a pet in the store. (speaking)

4. Have students play "Go Fishing," using a deck of homemade cards with animal pictures on them. Depending on the time available for creating the deck of cards, you may have "books" of two, three or four cards representing each animal. Students will use phrases in Spanish such as "Do you have a giraffe? "Give me all your elephants" or "Give me a monkey."

Sample of Transparency A (Brainstorming)

(Actually made in class using student contributions)

Reina manso viejo pequeño

grande ojos cola

Rey largo blanco moreno

amable antipático amistoso

Transparency B

Model Dialogue

```
No sé dónde está mi perro.- - - -- \
                                   ¿Dónde está quién?
                - - - - - - - - - -- /

              /
Lobo, mi perro.
               \ - - - - - - - - - - \
                                   ¿Que lástima!  ć Como es
                                   su perro?
                - - - - - - - - - -- /
               /
Es pequeño, es una
chihuahua, tiene 4
años, es moreno.
              \ - - - - - - - - - - -\
                                   Lo siento, su perro no
                                   está aquí.
               - - - - - - - - - - -/
              /
Gracias, adiós.
              \ - - - - - - - - - - -
                                   \
                                   Adiós y buena suerte.
```

Transparency C

Guided Dialogue

```
Says pet is gone   - - - - - - - - - - - - - - \
                                                Asks for clarification
                   - - - - - - - - - - - - - - /
                   /
Restates with more
information
                  \ - - - - - - - - - - - - - \
                                                Understands; asks for a
                                                description
                    - - - - - - - - - - - - - /
                  /
Describes pet (age,
color, personality)
                  \ - - - - - - - - - - - - - - \
                                                Responds either
                                                positively or negatively
                   - - - - - - - - - - - - -  - /
                 /
Says thanks and
farewell
               \- - - - - - - - - - - - - - -
                                              \
                                               Says farewell and wishes
                                               success
```

Transparency D

Information for Guided Dialogue

¿Qué perdió?	gata	perro	culebra
Nombre del animal ¿Cómo se llama su animal?	Princesa	Rey	Reina
Tamaño ¿De qué taman~o es?	pequeño	grande	largo
Color ¿De qué color es?	blanca	negro	moreno
Personalidad ¿Cómo es?	amable	antipático	amistoso
Hora ¿Cuándo lo viste?	ayer	anteayer	esta mañana
Domicilio ¿Cuál es su dirección?	---	---	---
Teléfono	---	---	---

Handout 1

Categorize the words associated with pets.

Type of animal

Names

Colors

Size

Description

Personality

Handout 2

Write a notice for the bulletin board to publicize
A. a lost pet
B. a found pet

se busca

____
(Animal)

____
(Color)

____
(Descripción)

____
Teléfono

=-

se encontró

____
(Animal)

____
(Color)

____
(Descripción)

____
Teléfono

Topic: **Classroom Objects.1**

Quality Core Curriculum Function: **Function B**

Develops listening, speaking, reading, and written skills to communicate in the classroom about recurring events and functions

Activity Objective: Students learn to associate the name of things directly with the object.

Language Needed

A. Content: names of basic classroom objects (They may be introduced in this activity.)

B. Linguistic Forms: ¿Dónde esta'..? Aquí esta'... Allá están.. definite articles or indefinite articles or both

Specific Skills Addressed: Listening, speaking, reading, writing

Suggested Time Frame: 30 minutes

Materials Needed

Labels for all classroom objects (labels can be made on color-coded paper to indicate gender in a more "visual" way.) Labels may be made from "post-it" notes; however, larger construction paper labels would be more helpful for students to refer to during this activity and for later in the term if they are permanent on the objects.

Procedures

1. Introduce or review classroom objects orally by pointing to, touching or picking up each object as you name it. Students may repeat the name of each object several times.

2. Distribute labels to students so that each student or pair of students has one label. Then ask where a particular object is; have the student with that label hold up the label, announcing possession of it.
(Example: Teacher--¿Dónde está la ventana? Student--Está aquí.)

3. Collect the labels, shuffle them and redistribute or have students exchange labels. Repeat the question-and-answer dialogue, perhaps letting students ask the question and having the respondents tape the label to the appropriate object as they answer.

4. After all the objects have been labeled, have the students copy the words into their notebooks and sketch the object next to it (rather than an English translation) to prepare for home study. By sketching the object rather than writing English translation, students should associate the word more directly with the object, bypassing time-consuming translation.

Evaluation Methods

Informal evaluation takes place in Steps 2 and 3. Formal evaluation can be accomplished in a variety of ways. Call on students who are holding the object or the label, and have students ask or answer a question about the location of the object, pointing during the answer or point, touch or pick up an object, saying, "Es la silla." Have students respond with, "Sí, es la silla" or "No, la silla está aquí," going over to the new object if your identification was incorrect.

Springboard Activities

Give commands or have students give commands, telling students to touch certain objects in the classroom. If colors have already been presented, commands can include them as well.

Topic: **Classroom Objects.2**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective: Students identify classroom objects.

Language Needed

A. Content: names of classroom objects

B. Linguisitic Forms: indefinite articles

Specific Skills Addressed: Reading, writing, speaking

Suggested Time Frame: One class period

Materials Needed

Labels for the items in the classroom to be identified; Handout #1, the grid of objects, and a set of numbered cards; Handout #2, a list of scrambled words

Procedures

1. Before class starts, label in the target language the objects in the classroom that you want students to learn to identify.

2. Give each student a copy of Handout #1, on which are found drawings of the various classroom objects. Have students circulate throughout the classroom, find the labeled objects and copy the name of the objects in the grid block of Handout #1 that shows that object.

3. Pair students to quiz each other on the names of the objects, asking, "¿Qué es?" and answering, "Es una silla."

4. As a follow-up exercise, after students are familiar with the names of the objects, distribute Handout #2, a list of scrambled vocabulary words. Make a contest out of this activity, giving a prize to the student who first unscrambles all the words.

Evaluation Methods

Prepare a grid displaying the objects to be identified. Number each block of the grid and prepare a set of numbered cards. Draw a number card from the pile and ask, for example, "Tres, ¿qué es?", calling on a student to respond, for example, "Es una mesa."

This evaluation/review may also be done by students in pairs, quizzing each other to see which student can identify the most objects correctly.

Springboard Activities

Have students prepare their own Bingo card with the names of the objects in the target language written in the grid (5x5) instead of numbers. Provide a master list of objects (with the article) that students can use to complete their cards. It is preferable to have a list of more objects than there are blocks in the grid, thus assuring a variety of arrangements on the different students' cards. After students have prepared their individual card, call out the names of objects at random until a student has checked off a complete row or complete column. If you wish, you may prepare a set of index cards, each containing one vocabulary word, drawing random cards from the set and pronouncing them as students check their grids.

Another way to approach this activity is to hold up the picture of an object (instead of calling its name), saying "¿Qué es?" If the student sees the picture of a flag, for example, he searches on his individually prepared Bingo card for the word bandera, checking it off.

Another direction for this activity asks each student in the class to contribute to the Bingo game by announcing to the class the name of an object. In this way, students have an opportunity to speak and even make sure they win.

This activity can be extended by asking students to respond to various questions about the objects: "¿Cuántas sillas hay en la clase?" "De qué color es la bandera?", etc.

Sample Handout #1

¿Qué es esto?

[Note that drawings are to appear in this handout, provided in the Illustrations Packet. You may decide to make a larger (5x5) grid.]

1 drawing of a book	2 drawing of a pencil	3 chalkboard	4 chalk
5 trash basket	6 pencil sharpener	7 paper	8 eraser
9 student desk	10 tape	11 tape recorder	12 chair
13 pen	14 projector	15 screen	16 flag
17 book shelf	18 stapler	19 paper clip	20 notebook

Sample Handout #2

¿Qué es esto?

Directions: Unscramble the names of the common classroom objects you have learned.

1. nerabad ______________________________
2. zita ______________________________
3. birol ______________________________
4. rodrarbo ______________________________
5. llisa ______________________________

(Remember that ll is one letter in the Spanish alphabet.)

[**Note**: Teacher completes the list with scrambled versions of vocabulary that has been taught.]

Topic: **Classroom Routine**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students analyze a typical school week and make inferences about the visual presented to them. They will use time, days of the week and school subjects as basic vocabulary.

Language Needed

A. Content: school subjects, telling time, days of the week, basic verbs of school activity (go, study, etc.)

B. Linguistic Forms: present tense

Specific Skills Addressed: Reading, speaking

Suggested Time Frame: 30 minutes

Materials Needed: Student schedule provided as a handout, taken from Illustrations Packet

Procedures

1. Produce copies of the handout for each student or prepares an overhead transparency.

2. Before the students examine the visual, prepare class with the necessary vocabulary and structures to discuss the activities and studies shown in the visual.

3. Have students read the time schedule presented in the visual and prepare to discuss its details. They should be able to respond to questions about the information presented and to create questions to ask of other students.

Evaluation Methods

For informal evaluation during the exercise, see which students can discuss the information with an acceptable level of proficiency. Formal evaluation may take place during an oral or written quiz as students answer specific questions, using the information presented in the visual.

Suggested Questions for Discussion

¿A qué hora empieza su primera clase?
¿Cuáles lenguajes estudia?
¿Cuándo va al laboratorio de ciencas?
¿Cuántas veces va a la clase de educación física?
¿Qué hace a las seis y cuarto el viernes?
¿Adónde va para estudiar?
¿Cuánto tiempo tiene para comer?
¿Por qué no hay clases el miércoles por la tarde?
¿Te gusta este horario?

Springboard Activities

1. Have students use the format provided or a similar format of their own creation to draw up their personal academic schedules.

2. Ask students to use this sort of format to interview a partner to determine what that partner does during the week and what the partner is studying.

3. Adapt the information given, masking out about half the information provided on the original visual to create Sheet A. Mask out the other half of the information on Sheet B. With students working in pairs, one armed with Sheet A and one armed with Sheet B, have them interview each other to learn what information is not included on their own sheet to complete the full schedule.

4. Use this format to introduce the vocabulary of other subjects that students may be studying. Class hours may be changed; the typical 24-hour clock notations may be substituted; leisure activities may be included.

Topic: **Clothing.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students respond realistically to basic questions using topical vocabulary; give sentence descriptions using appropriate adjectives; express likes and dislikes in single sentences using concrete vocabulary on clothing, colors, weather, etc.

Language Needed

A. Content: basic clothing terms, colors, adjectives of size, weather, activities appropriate to specific clothing

B. Linguistic Forms: ser, estar, agreement and placement of adjectives; appropriate action verbs and verbs of like, dislike, preference

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 30 minutes

Materials Needed

Three sets of old clothing (three pairs of pants, three sweaters, three T-shirts, three jackets, three pairs of shoes, three hats, three skirts, etc.)

Procedures

1. Review clothing vocabulary, using pictures, overhead transparencies, students' apparel or props (doll clothes, children's clothing, etc.). As each piece of clothing is identified, elicit statements from students regarding color, size, appropriate weather, season or activities for each article. Examples:

> ¿De qué color son estos estos pantalones cortos?
> ¿Le gustan los estos verdes?
> ¿Cuándo llevas una chaqueta? ¿en el verano?
> ¿Es esta camiseta grande o pequeña?
> ¿Prefiere camisetas grandes o camisetas pequeñas?, etc.

2. Divide the class into three teams, assigning each team its own pile of clothing placed at the front of the room. Each pile of clothing should contain the same basic items of clothing and be within the students' vocabulary range. The more color or silly the items, the better they like them.

3. Have each team send one person to stand behind its assigned pile of clothing. Call out the name of an article such as "sombrero." Ask students to quickly find and put on the appropriate article of clothing while you note the order in which the members of the three teams finish. Points may be awarded, such as three points for the first team, two for the second and one for the last team. Then each student, in order of his or her completion of the first task, must make a statement about that article of clothing before returning to the team huddle. Points may also be given here, based on appropriateness, creativity and complexity of the statement. You may want to assign a student to write these statements on a transparency for later summary or review.

4. Repeat Step 3 until all students have had at least one turn to find and put on an article of clothing.

5. If a transparency of the students' statements was made, you may want to summarize the lesson by going over the statements with the class.

Evaluation Methods

Informal evaluation occurs throughout this activity. For more formal evaluation at the end of the activity, hold up selected articles of clothing and have students identify them and give a statement about each (in oral or written form). Be sure to give students more practice activities before any written evaluations or hold up selected articles of clothing, making a statement about each item and have students write yes or no to agree or disagree with the appropriateness of your statement. Another option is to describe an activity or weather situation and have students identify appropriate clothing (orally or by selecting answers from a multiple choice format).

Springboard Activities

1. Divide students into groups of four or five. Give each group a slip of paper designating a vacation spot, dates of the vacation and suggested activities. Have the group list appropriate clothing to pack for this vacation, including a statement noting the proposed activity for each item to be packed. This writing assignment can be turned in or discussed in class. If it is shared orally, it might encourage listening skill development if the presenting group is instructed in advance NOT to mention the destination, so that the other groups might guess the vacation spot.

2. Pack four or five suitcases or paper sacks for imaginary people of varying ages, interests and vacation destinations. Or student groups can do this, using your suggestions or determining their own "identity." When students bring in the packed suitcases, you may want to check them in advance for appropriate contents. In class, distribute the suitcases to groups of students (no group receiving its own suitcase), explaining to students that there was a luggage mix-up at the airport. Each group must go through the contents of its suitcase and try to determine a profile of the owner and the vacation destination.

Adapted from an activity created by Judy Lewis, Stan Moor and Lynn Swanson, Spanish teachers at Pope High School.

Topic: **Colors.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective Students learn to give sentence descriptions using color adjectives.

Language Needed

A. Content: selected colors (about 12-14); names of various objects found in a classroom or among student possessions

B. Linguistic Forms: placement of adjectives; Es un(a).....

Specific Skills Addressed: Writing, speaking, listening

Suggested Time Frame: 20 minutes

Materials Needed: Index cards with various pairs of color names on each; timer

Procedures

1. Briefly review names of colors that students will be using in this activity.

2. Divide students into groups of four or five. Let each group select an index card on which is printed a pair of colors (in the target language): one common color (such as red) and one less common color (such as pink).

3. Give students three minutes to gather from among their personal possessions or from the classroom as many objects as they can that are predominantly of their assigned colors. Set the timer.

4. At the end of the search period, instruct each group to prepare a list in the target language of the items they have found. If they do not know the word for an item, they may use the textbook glossary or a dictionary, if they have been given instruction on dictionary usage. Or they may simply use "una cosa." Allow five minutes for this task.

5. Have each group then present its assembled objects to the class, reading from the list (Es un libro rojo, Son flores azules, etc.). Award two points for each object correctly named and one point for each object presented but not specifically identified. The group with the most points "wins." If you wish, you could allow other groups to earn an extra point for each object they can name that the presenting group could not.

Evaluation Methods

Informal evaluation is provided by students' lists, presentations and peer corrections.

Springboard Activity

Let individual students choose five objects from their hunt and write one sentence about each. Sentences may relate to their like/dislike of the object, the use of the object, other descriptions of it where it is usually found, etc.

Topic: **Days, Months, Seasons.1**

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective

Students recite sequences, such as months ; ask the date of one's birthday and to respond to that question.

Language Needed

A. Content: names of the months of the year; numbers 1-31

B. Linguistic Forms: ¿Cuándo es tu compleaños?
¿Mi cumpleaños es en ...;
possessive adjectives

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 30 minutes

Materials Needed: Authentic calendar from the target county; handout of scrambled words, provided in this activity

Procedures

1. Present the months of the year orally and in sequence. If the words are presented later in written form, tell the students that the months are not capitalized in Spanish.

2. Model for the students the month of your birthday:

Mi cumpleaños es en noviembre.

3. Drill orally: ¿Cuándo es tu compleaños?
¿Mi cumpleaños es en ... or
Mi cumpleaños es el ________ de
___________.

4. Group the students to quiz each other about the month of their birthday. They should take turns asking each other the questions and giving the appropriate response.

5. Have them record the birthdate given by each person in their group. They will later be responsible for responding to questions such as the one below about the birthdatae of group members.

"¿Quién tiene el cumpleaños el 25 de noviembre?

6. Record several of the students' dates on an overhead transparency and then lead the class in an exercise such as

"¿El 25 de mayo es el cumpleaños ....

7. Individual students respond with

"¿El 25 de mayo es el cumpleaños de Maria.

8. For a writing exercise, show a transparency (or a handout) with the months of the year scrambled and not in sequence. Have the students unscramble the names and write them in sequence. Give a prize to the student who finishes first.

Evaluation Methods

For informal evaluation, students recite, in turn, the sequence of the 12 months. They may also be asked to write the months of the year. Finally, ask students to respond to questions related to their birthdates.

Springboard Activities

1. Have student sdesign and produce their own "theme" (sports, tourist spots, cities, animals, etc.) calendar in the target language/culture. Days and months are to be written in the language. Students may illustrate each month with a scene depicting the theme they have chosen. They may also label the objects in the illustrations. Remember to tell students that Spanish calendars begin the week with lunes.

2. Ask students to identify important days on their calendar, in the target language; Christmas, Yom Kippur, Thansgiving, birthdays of friends and family members, national holidays.

3. Give extra credit to students who wish to research and identify important days in various Hispanic countries.

Simple Transparency or Handout

Scrambled months

1. zoram ______________________________
2. agsoto ______________________________
3. bermevion ______________________________
4. liujo ______________________________
5. ayom ______________________________
6. noree ______________________________
7. toecrbu ______________________________
8. peberismet ______________________________
9. micibedre ______________________________
10. uonij ______________________________
11. rebefro ______________________________
12. biarl ______________________________

Topic: **Days, Months, Seasons.2**

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective

Students recite sequences, such as days of the week and months of the year. Students repeat basic questions, asking them of another student. Students respond to visual cues.

Language Needed

A. Content: days of the week; months of the year; numbers 1-31; selected holidays

B. Linguistic Forms: ¿Cuáles son los días de la semana?
¿Cuáles son los meses del año?
¿Cuál es la fecha de..?
Hoy es el tres de marzo.
¿Qué día es hoy?
Hoy es martes.

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 30 minutes

Materials Needed: Large wall calendar (in Spanish, if possible); handout of Spanish calendar

Procedures

1. Review the days of the week and the months of the year orally and in sequence. Remind students that the Spanish week begins with lunes.

2. Using the large wall calendar, point to various days of the week and ask in Spanish, "¿Cuál es la fecha de hoy?" Do the same with the months: "¿Cuál es el mes?"

3. Review the structure for giving dates in Spanish, and after asking, "What's today's date?" in Spanish, point to various other dates on the large calendar to elicit students' responses as they practice telling the date.

4. Distribute a handout of a Spanish calendar. Say a particular date and have the students tell you the day of the week for that date, according to the calendar.

5. Have students circle important dates/holidays on their calendars. You may specify them or let students choose or both. Then ask in Spanish, "¿Cuál es la fecha del día de Pascua?" or "¿En qué día de la semana cae la Navidad este año?" or similar questions such as "¿Qué día de la semana es tu cumpleaños este año?" or "¿Cuándo son las vacaciones?"

Evaluation Methods

Informal evaluation takes place throughout this activity. For more formal evaluation, repeat Steps 4 and 5 with individual students or in a written format. Students can also be required to recite the days of the week and the months of the year in sequence for a formal evaluation.

Springboard Activities

1. To practice the topic of days (and perhaps telling time), distribute and discuss a typical school schedule of a Spanish student. Questions might include "¿Qué días de la semana tiene Pablo la clase de matemáticas?" or "¿A qué hora va Pablo a su clase de inglés?"

2. Have students identify major school holidays on the calendar handouts. Instruct students to mark particular days on the calendar (for example, el segundo lunes de mayo) and recite the day of the month (Es el diez). A brief discussion in Spanish about differences and preferences regarding the school calendar can follow.

Topic: **The Family.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective: Students learn to discuss the topic of family members by responding to questions.

Language Needed

A. Content: vocabulary on family members (see end)

B. Linguistic Forms: descriptive adjectives, present tense of verb forms, demonstrative adjectives, possessive adjectives, numbers

Specific Skills Addressed: Listening, speaking, reading, writing

Suggested Time Frame: Two class periods

Materials Needed: Photographs or pictures representing various family members

Procedures

1. Ask students in advance to collect photographs of family members or to cut from magazine pictures that represent family members.

2. Introduce the vocabulary concerning family members and present model sentences to introduce them: "This is my aunt," etc. Model statements, questions and vocabulary are attached at the end of this section.

3. Ask students to present some of their own pictures, using your model.

4. Have students prepare a writing exercise in which they describe their favorite family member.

Evaluation Methods

A written evaluation may take the form of a short quiz, in which students complete items such as

1. Mi pariente favorito es mi....
2. Se llama ....
3. Tiene ojos ....
4. Tiene pelo ....
5. Tiene ____ años.
6. Es muy ____________ y ____________.
7. Vive en ....
8. Le gusta ....

Springboard Activities

Divide the class into student groups of four or five. Have students in each group place a picture and a written description of one of their relatives on a poster board. Ask students to study the various pictures and descriptions, preparing to answer questions like the ones below.

Useful Vocabulary

Family Members

padre
madre
hermano
hermana
tía
tía
primo
prima
abuelo
abuela
hijo
hija
esposo
esposa

Descriptive Words

alto bajo
gordo delgado
viejo joven
rubio moreno
simpático
generoso
divertido
aburrido
pesado
religioso
pelirrojo
ojos azules
ojos verdes
ojos morenos
ojos castaños

Verbs

ser
tener
vivir
gustar
leer
esquiar
jugar al fútbol
viajar
tocar la guitarra

Typical Questions

¿Cómo se llama?
¿Cuántos años tiene?
¿Cómo es?
¿De qué color es el pelo?
¿De qué color son los ojos?
¿Dónde vive?
¿Qué le gusta?
¿Quién tiene una prima pelirroja?
¿A quién le gustar pintar?
¿Quién vive en San Francisco?

Topic: **Family.2**

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective

Students respond to visual cues for members of the family and repeat basic questions, asking them of another student.

Language Needed

A. Content: vocabulary for family members (see Family.1)

B. Linguistic Forms: third person singular of llamarse (se llama...); possessive adjectives

Specific Skills Addressed:	Listening, writing, speaking
Suggested Time Frame:	20 minutes

Materials Needed

Teacher-made tape (sample script provided); overhead transparency or large poster of family tree (see sample); family tree outline (handout)

Procedures

1. Record (or have a native speaker record, if possible) a monologue describing a family. A sample script is provided. NOTE: If a male speaker is not available to make the recording, the names in the salutation, farewell, and handouts will require changing.

2. Review the vocabulary for family members, using a large poster or an overhead transparency of a family tree as a visual aid to be sure that students understand family relationships.

3. Give students the handout to fill in while listening to the tape. Go over the pronunciation of various names on the handout before beginning the tape if necessary to ensure that students will recognize them.

4. Play the tape once or twice, depending on the students' ability. Tell students they only have to comprehend names of various family members to complete this activity; total comprehension of all details is not the goal at this time. However, if appropriate, include the second handout at a later date.

Evaluation Methods

Ask or have other students ask questions such as
¿Cómo se llama la hermana de Miguel?
¿Cómo se llama su hermano?
to verify students' answers and to practice asking questions using this vocabulary orally.

Springboard Activities

1. Ask students to write one sentence about each family member, based on subsequent replays of the tape. The second handout is provided for this activity.

2. Have students draw their own family tree with name labels. If appropriate, ask them to write one sentence about each family member and put these sentences into paragraph form, to supply family information to a prospective exchange student coming to stay with them. They might also make a tape recording of their written paragraph to hand in for an oral evaluation.

3. Describe orally your own (or an imaginary) family, or choose a very capable student to describe his or her family. Have students listen and draw and fill in the family tree based on this description. For a more student-active and elaborate family tree exercise, use names of students in the class and assign them to various family roles. As the students hear their own name mentioned in the description of the family being read to them, have them pick up a sign indicating their family status (father, sister, uncle, etc.) and stand in the appropriate place to form a life-sized family tree in the classroom. By describing a family with lots of cousins, the entire class could become involved in this activity.

Sample Tape Script (to be recorded)

Querido Felipe,

Te estoy escribiendo esta carta para contarte algo de mi familia. Pues, es bastante grande. Somos cinco. Yo tengo un hermano y una hermana. Mi hermano Juan Luis tiene siete años. Le gusta jugar al fútbol con sus amigos. Mi hermana mayor se llama Mariana. Ella tiene diez y seis años y va a la escuela cerca de nuestra casa. Le gusta la música rock, especialmente los grupos norteamericanos. Ella y mi prima Elena siempre van a los conciertos de rock. Elena y su hermano Sergio viven en un apartamento en la cuidad con sus padres, mi tía Luisa y mi tío Roberto. Mi primo Sergio tiene ocho años.

Le gusta jugar con mi hermano. Mi tía Luisa trabaja en un banco en el centro de la ciudad. Mi tío Roberto es periodista. Mis padres trabajan en el centro también. Mi madre que se llama Teresa es profesora. Mi padre, Pablo, trabaja en una oficina. Generalmente van a su trabajo por en metro. Mis abuelos viven en el campo. Los visitamos los fines de semana. Mi abuelo se llama Carlos. Ya no trabaja. Le gusta la vida de retirado con mi abuela Beatriz. Ésta es mi familia.

Tu amigo,
Miguel

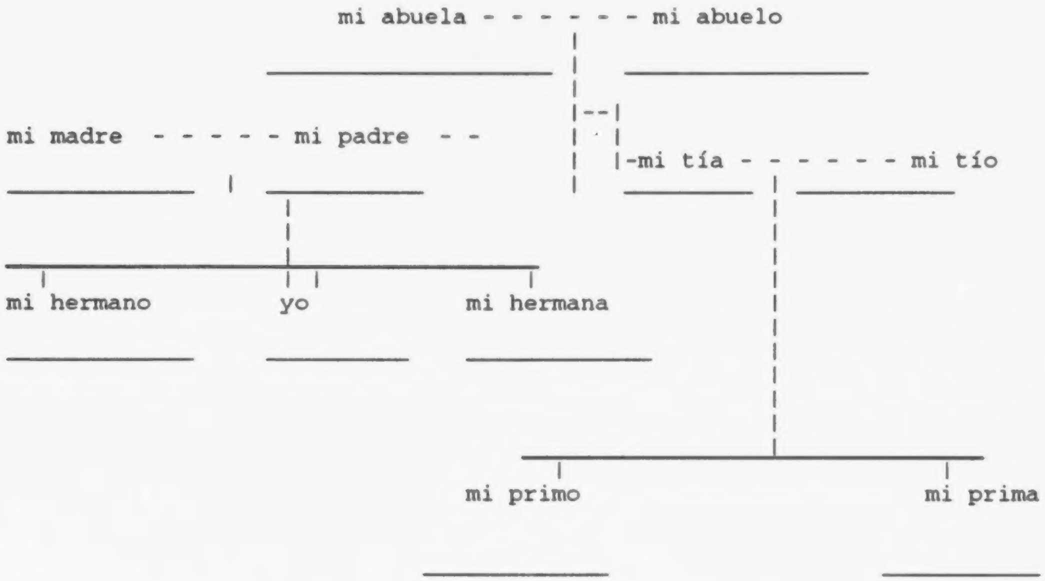
Handout A

You are going to live with a Spanish family for one month this summer. Your Spanish friend has sent you a tape recording describing his family to you.

Listen to the tape and fill in the family tree below with the names of the family members. These Spanish NOMBRES DE PILA are listed below in alphabetical order to help you with the spelling.

Beatríz Carlos Elena Juan Luis Luisa Mariana Miguel

Pablo Roberto Sergio Teresa


mi abuela
mi abuelo
mi madre
mi padre
mi tía
mi tío
mi hermano
yo
mi hermana
mi primo
mi prima

Handout B

Now that you've heard details of Miguel's family, write one sentence about each family member to help you get to know them before your arrival in Spain.

1. Su hermana____.

2. Su hermano _______________________________________.

3. Su madre ____.

4. Su padre _______________________________________.

5. Su prima ____.

6. Su primo ____.

7. Su tía ____.

8. Su tío ____.

9. Su abuela _______________________________________.

10. Su abuelo _______________________________________.

Topic: **Geography.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective: Students describe locations on a map

Language Needed

A. Content: geography expressions (compass directions, topographical features); prepositions of location

B. Linguistic Forms: present tense of various verbs

Specific Skills Addressed: Reading, speaking

Suggested Time Frame: 30 minutes

Materials Needed

Handouts A, B and C (provided); wall map of a Spanish-speaking country or textbook map

Procedures

1. Review the vocabulary for compass directions and the geography vocabulary (rivers, mountains, lakes, cities, etc.) needed for this activity and then distribute Handout A. Help students organize for the activity by having them name various features they see. Other questions appropriate would be:

> ¿Dónde te gusta vivir en este país?
> ¿Dónde no te gusta vivir en este país?
> ¿Dónde le gusta vivir a tu amigo?

2. Ask all students to stand, and in order for them to be seated again, require that they give the location of a place on the map, as in the example below.

> La Ciudad de Don Juan está al sur del Valle de la Celestina.

3. Have students complete Handout B with the appropriate responses.

4. Then use a real map and follow the same procedures.

Evaluation Methods

Use Handout C for a formal or informal evaluation. Students may be asked to state a location of two cities (for example), and another student makes a sentence using the same cities.

> Madrid está al sur de Bilbao. --Bilbao está al norte de Madrid.

Springboard Activities

1. Have students make their own imaginary country, draw a map, and make up exercises similar to those in Handout B for a partner to complete.

2. Read several statements referring to a particular map, and ask students to decide if the statement is true or false.

Selected Vocabulary

norte	este	sur	oeste
al norte de	al este de	al sur de	al oeste de

un río
las montañas
un valle
un lago
un pueblo
na ciudad
un bosque

Handout A

La Tierra del Amor	The Land of the Heart
La Sierra de Corazones	Heart Mountains
Las Montañas de Don Juan	Playboy Mountains
El Valle de la Sortija	Wedding Ring Valley
El Lago del Matrimonio	Marriage Lake
La Ciudad del Odio	Hate City
Lago de la Poción de Amor	Love Potion Lake
El Bosque de Dulcinea	Dulcineás Forest
El Río del Divorcio	Divorce River
La Ciudad de Buen Amor	Love Capital
El Valle de Venus	Love-Struck Valley
El Pueblo Calisto y Melibea	Calisto-Melibea City
El Lago de los Labios	Lip Lake
La Ciudad de Isabel Freyre	Isabel Freyre City

Handout B

LLene los espacios con una de las palabras.

norte sur este oeste

1. El Lago de los Labios está al __________ de las Montañas de Don Juan.

2. El Lago de la Poción de Amor está al ___________ de la Sierra de Corazones.

3. El Bosque de Dulcinea está al_____________ del Valle de Venus.

4. La Ciudad de Buen Amor está al _____________ del Pueblo de Calisto y Melibea.

5. El Valle de la Sortija está al _________ de la Ciudad del Odio.

6. Las Montañas de Don Juan están al _____________ del Lago de Matrimonio.

7. El Río del Divorcio está al ____________ del Valle de Venus.

LLene los espacios con el lugar correcto.

1. ______________________________ está al sur de la Sierra de Corazones.

2. ___________________________ está al oeste del Lago de los Labios.

3. ___________________________ está al norte de la Ciudad de Buen Amor.

4. ____________________________está al este de la Ciudad del Odio.

5. ____________________________ está al norte del Lago de la Poción de Amor.

Handout C

Carta de España

Conteste las preguntas:

1. ¿Dónde está Madrid?
2. ¿Dónde está Granada?
3. ¿Dónde está Barcelona?
4. ¿Dónde está Pamplona?
5. ¿Dónde está Burgos?
6. ¿Dónde está Málaga?
7. ¿Dónde está Córdoba?
8. ¿Dónde está Sevilla?
9. ¿Dónde está Vigo?
10. ¿Dónde está Toledo?

Topic: **Rooms of the House.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students manipulate memorized materials to create descriptions of their living situations in homes or appartments.

Language Needed

A. Content: vocabulary for rooms of the house

B. Linguistic Forms: estar; ¿Dónde...?

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 20 minutes

Materials Needed

Transparency of a floor plan (see Illustrations Packet), small cutouts, each in a unique shape, of various people or family members and animals (to form silhouettes when placed on the transparency in a particular room.

Procedures

1. Using the transparency of a floor plan, review the rooms of the house with students. Continue with questions such as "¿Es la cocina?", "¿Es el garaje o el comedor?", and "¿Qué es?"

2. Introduce the cutout silhouettes (by name or using family member vocabulary or perhaps figures in the shape of household pets) and place one figure in a room on the transparency floor plan. Asking questions such as "¿Está la madre en la alcoba?", "¿Está el joven en la cocina o en el dormitorio?", "¿Dónde está el muchacho?", have students tell the location of the figure. Move the figures from room to room or place different figures in different rooms until all rooms are known by the class.

3. Divide students into groups of four or five. Have one student in each group write on a note card a room of the house indicating where he or she is. Challenge other members of the group to guess which room has been selected by asking a yes/no question. (E.g., ¿Estás en el comedor?) Let the student who guesses the correct room choose a room, writing the selection on a note card or on scratch paper. Continue the round for three to five minutes, until all students have had a chance to "hide" themselves in the house.

Evaluation Methods

To evaluate listening comprehension, use the transparency of the floor plan, placing a figure in the room and making a statement about the location of the figure. Have students respond (in written or oral form), based on the truth of the statements.

To evaluate speaking skills, place a figure in a room on the floor plan transparency and ask a student where that figure is.

Springboard Activities

1. Ask students to draw a floor plan of their own home or of their dream home, labeling rooms in the target language. More capable students might write a few sentences describing the various rooms. (Example: There are three bedrooms. The kitchen is very modern. The living room is next to the dining room. The bedroom is far from the bathroom. The bathroom is on the second floor (primer piso).

2. Let students practice asking questions of the teacher as they place the silhouette figures in the various rooms.

Vocabulary

Habitaciones en la casa

la alcoba / el dormitorio
el cuarto de los huéspedes
la sala
la sala de estar
el armario
el cuarto para lavar ropa
el patio

la cocina
el comedor
el pasillo
el cuarto de baño
el vestíbulo
el garaje

Topic: **Rooms of the House.2**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students respond realistically to basic questions using topical vocabulary concerning the rooms of a house. They learn to manipulate memorized materials to fit different situations.

Language Needed

A. Content: names of the rooms of a house (see Rooms of the House.1); numbers

B. Linguistic Forms: ¿Cuántos...? ¿Cuántas...?
¿Dónde está / están...?
¿Tiene...?

Specific Skills Addressed: Listening, speaking, reading, writing

Suggested Time Frame: 20 minutes

Materials Needed: Floor plans of various houses

Procedures

1. Review the names of the rooms of the house, using a transparency (copy provided in the Illustrations Packet, Rooms of the House.1). Ask questions, similar to those listed below, to practice vocabulary and structures needed for this activity.

2. Write questions on the chalkboard or transparency for easy student referral.
¿Cuántas habitaciones tiene la casa?
¿Cuántos dormitorios hay?
¿Cuántos baños tiene la casa?
¿Dónde está la cocina?
¿Dónde están los baños?
¿Tiene garaje la casa?
¿Tiene sótano la casa?

3. Divide students into pairs. Distribute sample floor plans so that each student in a pair has a different plan. Copy, then cut out the individual floor plans to the blackline master provided in the Illustrations Packet, Rooms of the House.2. Have students ask each other questions to determine the differences in their floor plans.

Evaluation Methods

For informal evaluation, circulate and listen to pair practice. For formal evaluation after the students have had time to practice the oral questions in paired groups, assign pairs to write answers to the questions (thus forming a first draft of a descriptive paragraph of the floor plan) while you circulate to evaluate. For formal oral evaluation, have each pair ask and answer one question each. You may wish to have students describe their floor plans in two or three sentences, using the questions as a guide (Function F of the QCC). Written paragraphs can also be collected for a grade, if desired.

Springboard Activities

1. Distribute a full-page handout containing two to four floor plans (Illustrations Packet, Rooms of the House.2) and describe each floor plan in the target language as students listen for details and identify the floor plan being described.

2. After presenting typical abbreviations used in real estate ads and showing them copies of ads, ask students to write their own ads based on their own homes, imaginary homes or specific floor plans (such as those found in magazines and newspapers). Student pairs can then trade ads and question each other about details not found in the ad to determine their possible interest regarding future purchase or rental.

3. After they are familiar with typical abbreviations found in ads, divide students into pairs (realtor and interested buyer). Distribute to all realtors a multiple listing of ads (see Illustrations Packet). Have buyers state their desires and realtors respond and suggest alternatives, based on ads. Ask buyers to decide whether to visit any of the houses/apartments.

Topic: **Numbers.1**

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective

Students demonstrate understanding of spoken numbers in the target language by repeating correct numbers as they are shown by teacher and peers.

Language Needed

A. Content: numbers 1-20 or 21-40 or 41-60 or 61-80 or 81-100

B. Linguistic Forms: basic instructions, such as "Count from 1 to 20"; Cuenten de uno a veinte. Repitan despues de mi. ¿Qué es esto? Bien, muy bien, no, no es así.

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 30 minutes or less

Materials Needed: Squares of papers with numbers

Procedures

1. Model correct pronunciation of numbers (in the range to be learned in this lesson), while pointing to or holding up the numbers produced on the visual.

2. Have students repeat as a whole group, alternately in small groups and finally as individuals until everyone can repeat successfully.

3. Using the squares of paper with the numbers on them, ask students to identify the numbers in normal order, in reverse order and in random order.

4. Group students by teams of four for small group practice for a few minutes.

5. At the end of the practice session, call on students to recite the numbers in the orders practiced.

Evaluation Methods

Assign a speaking quiz grade. Tell students in advance if the activity is to result in a grade.

Springboard Activities

1. Start with any number, point to a student and have him or her pronounce it. Then, giving cues (count up or count down), point randomly to other students to continue the sequence. After a few numbers, reverse the sequence. Select another starting number and repeat the procedure.

2. Call out a number or choose a student to call one, and ask another student to recite the next higher number or the next lower number, according to the initial instructions.

Cultural Note

ONE is designated with the thumb, and the palm is toward the speaker. TWO is the thumb and the index finger, still with the palm toward the speaker, etc.

When making the sheets of paper with numbers, be sure to write them in the way that native speakers write them, with a bar through the stem, for example.

Topic: **Numbers.2**

Quality Core Curriculum Function: **Function C**

Reacts appropriately in uncomplicated social situations

Activity Objective

Students learn to use numbers that are required for use of the telephone and to memorize essential phrases necessary on the telephone.

Language Needed

A. Content: numbers 1-100

B. Linguistic Forms: none

Specific Skills Addressed: Listening, speaking, reading

Suggested Time Frame: 10-30 minutes

Materials Needed: Attached handout/worksheet or a similar one created by the teacher

Procedures

1. Familiarize students with the numbers 1-100 and the correct pronunciation of the words on the worksheets.

2. Group the class into pairs and explain the worksheet, "The Perfect Secretary." Students "dial" a phone number at random by calling out to their partner. The partner must answer within 10 seconds by announcing the name of the company (museum, hotel, etc.) called. The responder gets one point for each correct answer, and the caller gets one point for each incorrect answer.

3. After partnerships are established, have one of the partners call out a number. Tell the responding partner to listen to the number called, consult the sheet and respond, for example, "Aló, Hotel Princesa." Repeat this process three to five times, as directed by your initial instructions. Have partners reverse roles for three to five calls, as appropriate. Ask students to place a checkmark or an X in the column they are playing to identify a point for themselves.

4. Continue the activity for as long as is appropriate. Give students a new sheet and a new partner if a lot of time is to be spent on working with numbers. Since the list may be too long for some students to check through in 10 seconds, consider letting students work on the handout in sections.

Evaluation Methods

During the activity, circulate among students and check for correct pronunciation. Check student accuracy and involvement by evaluating the number of points the various students accumulate.

Springboard Activity

1. Use any category of telephone numbers and agencies to establish similar worksheets: hotels, department stores, tourist centers, museums, restaurants, etc.

2. Teach students a set dialogue to complete the call. Example:

A. 45.71.41.14
B. Diga, Hotel Princesa
A. El señor Reyes, por favor.
B. No está.
A. Gracias. Adiós.
B. Adíos, señor (señora)

El secretario perfecto / La secretaria perfecta

		Turno									
Establecimiento	Teléfono	1	2	3	4	5	6	7	8	9	10
Viajes Ecuador en Salamanca	25.83.80	_	_	_	_	_	_	_	_	_	_
Universidad de Salamanca	21.66.89	_	_	_	_	_	_	_	_	_	_
Club El Océano (Málaga)	49.33.25	_	_	_	_	_	_	_	_	_	_
Hotel Nevasur (Granada)	48.03.50	_	_	_	_	_	_	_	_	_	_
Hotel Cristóbal Colón	37.60.15	_	_	_	_	_	_	_	_	_	_
Hotel San Marcos (León)	23.73.09	_	_	_	_	_	_	_	_	_	_
El Museo del Prado	46.12.21	_	_	_	_	_	_	_	_	_	_
El parque zoológico	33.71.64	_	_	_	_	_	_	_	_	_	_
La oficina de turismo	17.92 88	_	_	_	_	_	_	_	_	_	_
Iberia (linea aerea)	69.22.33	_	_	_	_	_	_	_	_	_	_
Club 31	31.05 92	_	_	_	_	_	_	_	_	_	_
Casablanca (restaurante)	21.15.68	_	_	_	_	_	_	_	_	_	_
México Lindo (restaurante)	59.48.33	_	_	_	_	_	_	_	_	_	_
Aeropuerto de Barcelona	79.02.54	_	_	_	_	_	_	_	_	_	_
Hotel Regente	15.25.75	_	_	_	_	_	_	_	_	_	_
Casa Gallega	18.21.81	_	_	_	_	_	_	_	_	_	_

Topic: **Parts of the Body.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Function F

Gives written and oral descriptions of two to four sentences of the known and concrete environment, given a topic or visual aid

Activity Objective

Students respond to basic questions using appropriate vocabulary of the parts of the body.

Language Needed

A. Content: vocabulary concerning parts of the body; numbers 1-10

B. Linguistic Forms: Cuántos/cuántas... tiene?; possessive adjectives

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 25 minutes

Materials Needed

Teacher-made transparency or handout copies of the drawing of a "monster," which is included in the Illustrations Packet

Procedures

1. Briefly review the vocabulary of the parts of body.

2. Show students the transparency or the handout copies of the drawing of the "monster." Describe the monster in detail. (Mi monstruo tiene tres cabezas, etc.)

3. Ask questions of the students about the monster. (Cuántos brazos tiene mi monstruo?, etc.)

4. Group the students into pairs and instruct them to ask and answer questions of each other, using sentences you modeled.

5. Instruct the students to draw their own version of the monster at their desks.

6. After sufficient practice, have student volunteers briefly describe their own monster.

Evaluation Methods

For informal evaluation, circulate during paired practice oral descriptions. If further evaluation is needed, have students write a paragraph of four or five sentences below their drawing, which they can turn in as classwork or homework for a written grade or for a formal oral presentation.

Springboard Activities

1. Have students write a name for their monsters in the target language below or above their drawing. Collect all drawings and place several in view of the class (taped to the chalkboard or on the wall or a bulletin board). Orally describe one of the drawings on display and have students identify by name which monster you are describing. This activity can be done as a game or as a listening comprehension activity.

2. Select student artists to go to the chalkboard. Have individual members of the class contribute one-sentence descriptions of a monster for the artists to draw. Continue with student contributions until the monster is "complete."

3. Working with a chalkboard drawing, give descriptions and have different students add the described features to the drawing. If colors are known and if colored chalk is available, the drawings could be even more interesting.

Topic: **Parts of the Body.2**

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective: Students respond to visual cues to learn parts of the body.

Language Needed

A. Content: names of parts of the body (to be introduced here)

B. Linguistic Forms: ¿Qué es eso? Es un.... Es una....
¿Cuántas...? Cuántos....?

Specific Skills Addressed: Listening, speaking, reading, writing

Suggested Time Frame: 20 minutes

Materials Needed

Labels for parts of the body (large enough for students to see from their seats), laminated if possible; color coordination (blue for masculine; pink for feminine) is suggested. Handouts of a drawing of a person (provided in the Illustrations Packet).

Procedures

1. Ask for a student volunteer to come to the front of the room to be the "model" to whom labels will be attached. If you have no volunteer or do not feel comfortable involving a student, use an overhead transparency or a drawing on the chalkboard.

2. With a pointer, indicate the various parts of the body, giving the word several times or identifying the elbow (for example) by a sentence. Involve the students as you proceed by frequently reviewing, asking "¿Qué es?". Also ask "¿Cuántas orejas tiene?" (for example). The point of these questions is for students to repeat the new vocabulary as much as possible.

3. When all parts of the body have been identified, take the prepared labels one at a time and, after demonstrating with the first one, ask various students to tape the label on the model or on the visual. When the model is completely covered with labels, distribute a handout of a drawing of a person and instruct students to copy the labels onto their handout for all the parts of the body, including the gender marker. (The model will have to copy a classmate's handout later.)

4. Have various students remove a label from the model as another classmate calls out a part of the body.

Evaluation Methods

Using the "de-labeled" model, point to the various parts of the body and have the class orally identify each item. This is the only evaluation necessary at this point, since this is only an introductory activity. More practice and usage is necessary before formal evaluation takes place.

Springboard Activities

1. Use the same idea of labels for parts of the face. Instead of using a live model to teach the parts of the face (many of which would be too small to label), tape labels to a large drawing on poster board or on the chalkboard. Drawings of various faces are found in the Illustrations Packet.

2. Teach and sing the old camp song "Head, shoulders, knees and toes." Touch each part as the song is sung. With each repetition of the verse, leave out a noun and hum to replace that word, until the entire verse is just humming. Then, for the last verse, all words are sung. A possible translation:

Cabeza, brazo, mano, pie, y pie;
Cabeza, brazo, mano, pie, y pie;
Ojos, orejas y nariz;
Cabeza, brazo, mano, pie, y pie.

3. Give commands to students to point to various parts of the body as they play "Simón dice."

Topic: **Time and Time Expressions.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective: Students give time of day with time expressions.

Language Needed

A. Content: time (according to the clock); verbs dealing with daily routine

B. Linguistic Forms: first, second and third person singular and third person plural of verbs dealing with daily routine.

Specific Skills Addressed:	Listening, speaking, reading
Suggested Time Frame:	40 minutes
Materials Needed:	Survey forms included as a handout

Procedures

1. Before class, copy survey forms and check a different category at the top of each form so that there is basically an equal number of schedules for each of the three categories.

2. Briefly review telling time and ask a few questions concerning the time that certain activities are usually performed.

3. Distribute the schedule sheets and instruct students to form three groups, according to the category checked at the top of their handout. Have students in each of the three groups decide which class members each student will survey, writing the names of those students in the space provided on the form. Depending on the class size, each student will interview three or four students, including himself or herself. Be sure that all students in the class are accounted for and will be interviewed.

4. Ask students to circulate to survey other class members by asking all of the questions on their survey form and filling in the answer of each student interviewed.

5. When the students have finished surveying their assigned classmates, reconvene the groups to tabulate the results. Examples (in the language) might include 10 students sleep until 9 on weekends; eight students sleep until noon; seven students have dinner at 7 p.m.; 13 students are in bed at 11 p.m.

6. Have volunteers from each group present oral reports of their findings. This reporting to the class might be more interesting if each group reports findings from the first question, then the second question, etc., until all groups and all questions have been reported orally. Initiate discussion regarding differences in groups' reports. For example, you might ask (in the language) Why do people have dinner later during vacation? Do a lot of students or only a few students get up early?

Evaluation Methods

For informal evaluation, circulate during the survey time and during oral reporting of results. Written reporting of individual or group results could be collected for a formal written evaluation. For formal oral evaluation, require each group member to make a statement in front of the class, or ask each student a specific question about the results collected.

Springboard Activities

1. Make statements regarding the time that you do a particular activity mentioned on the survey (or have students make statments or substitute any other activities). Have the rest of the class guess whether this statement is true for the school week, the weekend or vacation time.

2. Adapt this survey to a variety of situations by changing the questions and the time periods. For example, design surveys for different seasons, asking about preferred activities, sports, foods, clothing or vacation spots.

Sample Handout A

____ ...durante la semana
____ ...durante el fin de la semana
____ ...durante vacaciones

Estudiantes ------>				
¿A qué hora te levantas?				
¿A qué hora te desayunas?				
¿A qué hora sales de casa?				
¿A qué hora almuerzas?				
¿A qué hora haces la tarea?				

Resultados

Sample Handout B

____en el verano
____en la primavera / en el otoño
____en el invierno

Estudiantes------->				
¿Qué haces en tu tiempo libre?				
¿Qué deportes prefieres?				
¿Qué te gusta comer o beber?				
¿Qué ropa llevas?				
¿A dónde quieres viajar?				

Resultados

Topic: **Time.2**

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective: Students respond to visual cues and learn to tell time in Spanish.

Language Needed

A. Content: numbers 1-60; selected verbs (on handout sheet, attached)

B. Linguistic Forms: ¿Qué hora es? Es la..../Son las...; first person singular of selected verbs (see handout sheet, attached), ¿A qué hora...?

Specific Skills Addressed: Listening, speaking, reading

Suggested Time Frame: 25 minutes

Materials Needed: A demonstration clock (cardboard, paper plate, or pizza round with movable hands), which can be homemade or purchased from a teachers' supply house or through materials catalogues; handouts and transparency made from handout (in Illustrations Packet)

Procedures

1. Using the demonstration clock, review telling time with students. Be sure to use a variety of times and provide for choral, group and individual responses.

2. Place the transparency on the overhead or distribute the handout and point to appropriate pictures while making statements in the target language about the times the activities usually take place. (Examples: Me levanto a las seis. Salgo para la escuela a las ocho menos diez. Voy..)

3. Distribute the handout (exactly like the transparency, but with the sentences for student completion added below each picture -- see attached handout sample for suggestions) and instruct students to complete the sentence under each picture with the appropriate time based on their personal schedule.

4. When students have completed the handout/worksheet, ask individual students questions to elicit the complete sentence response under various pictures.

5. For more student practice and interaction, place a copy of these questions on the overhead projector or chalkboard and have student pairs practice asking and answering these questions.

Evaluation Methods

Informal evaluation occurs in Step 4, above. For more formal evaluation, (1) ask students the questions without their referring to the pictures or to the handout; (2) point to a picture on the transparency and have student A ask student B the appropriate question, thus evaluating both students at one time; or (3) ask questions of individual students and cue a specific time for the student to use in the answer, using the demonstration clock.

Springboard Activities

1. Ask students to write a short paragraph by taking sentences directly from the handout, possibly adding other details that are appropriate to their vocabulary level.

2. Have students recite short narratives of their daily activities and schedule, based on sentences from the handout or in the paragraph suggested above.

3. Add small clock faces (without hands) to each of the pictures on a master ditto, for distribution to students. Then read a narrative, instructing students to draw the hands on each clock according to what they hear. Student responses can be verified by their reading each sentence in the first person singular or by changing each verb form to the second person singular. For further practice, students could be given an additional copy of the handout and work in pairs, with Student A giving oral narrative to Student B and vice versa. Oral verification could involve practice of third person singular form of the verbs.

Handout (see Illustration Packet)

¿A qué hora?

1 getting out of bed Me levanto a.......	2 eating breakfast Desayuno a.........	3 getting dressed Me visto a.........
4 leaving for school Salgo para la escuela a.......	5 leaving school for home Salgo de la escuela a...	6 doing homework Hago la tarea a....
7 having dinner Ceno a..........	8 watching TV Miro la televisión a..	9 going to bed Me acuesto a.......

Topic: **Vacations. 1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective: Students learn to use vocabulary concerning vacations.

Language Needed

A. Content: vacation vocabulary (given in sample dialogues, which may be adapted to fit the vocabulary of students) including a la playa, a las montañas, el la ciudad, en el campo, a la casa de mes abuelos, en un país extranjero, a un balneario, etc.

B. Linguistic Forms: Se prohibe + infinitive (as a lexical item) ¿Dónde se puede + infinitive?

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 15 minutes first day
30 minutes final day

Materials Needed

Transparency or handout of student dialogues (samples attached here at the end); vacation props (optional) to be brought in by students

Procedures

1. Provide students with appropriate questions and answers for selected vacation spots (sample mini-dialogues provided) and practice them through choral, group and individual repetition, until students have learned the pronunciation. Limit repetition to a maximum of 15 minutes per day; use several days, if necessary.

2. Assign student groups of three to five to bring in props for the vacation scenes used in the mini-dialogues, each group providing props for one or two scenes to cover all possibilities. This assignment could be made on the first day of practice (Step 1), to be due several days later.

3. Set up students' props at various stations around the room, and have students go from scene to scene, practicing the appropriate mini-dialogue for each scene. Circulate to help students move quickly from scene to scene and to help with any problems in pronunciation.

Evaluation Methods

As a formal or informal evaluation, assign a pair of students to go to a particular scene and perform the mini-dialogue appropriate to that scene. Since students will not know which scenario they must perform until they are called on, they must be proficient in all the dialogues. Since the dialogues use the same basic pattern, they should not be difficult to memorize, they will provide practice with structure and vocabulary.

Springboard Activities

1. Have students choose a scene and write short sentences describing that scene and typical vactioners, what they're wearing, what the weather is like, etc.

2. Help students think of other scenarios or mini-dialogues to practice.

3. Suggest various other infinitives to place after "Se prohibe..." and then have class members identify the probable site for that restriction.

(Example: "Se prohibe hablar inglés..." --"en la clase de español."

Small poster-sized signs could be made by students for appropriate restrictions to be placed around the classroom for reference.

Sample Vacation Dialogues

En la playa	--¿Se prohibe nadar aquí? --Sí, es peligroso. No, adelante. --¿Dónde se puede cambiar de ropa? --Allá, en la cabaña.
En las montañas	--¿Se prohibe esquiar aquí? --Sí, es peligroso. No, adelante. --¿Dónde se puede aquilar los esquis? --Allá, en la tienda.
En casa de mis abuelos	--¿Se prohibe jugar en el parque? --Sí, es peligroso. No, adelante. --¿Dónde se puede poner las maletas? --Allá, en la alcoba azul.
En la ciudad	--¿Se prohibe cruzar la calle ahora? --Sí, es peligroso. No, adelante. --¿Dónde se puede encontrar un mapa de la ciudad? --Allá, en el quiosco.
En el campo	--¿Se prohibe jugar con los animales? --Sí, es peligroso. No, adelante. --¿Dónde se puede ir para pescar? --Allá, en el lago.
En un país extranjero	--¿Se prohibe beber el agua? --Sí, es peligroso. No, adelante. --¿Dónde se puede cambiar el dinero? --Allá, en el banco en la esquina.
En un balneario	--¿Se prohibe dar un paseo por el bosque? --Sí, es peligroso. No, adelante. --¿Dónde se puede dormir? --Allá, en la tienda.

Topic: **Weather.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students respond realistically to basic questions using topical vocabulary about the weather; they may manipulate memorized material to fit various situations.

Language Needed

A. Content: weather expressions; numbers 0-100; geographical expressions (e.g., north of, south of, on the coast, etc.); days of the week, today, tomorrow; recognition of selected activities (see part B on handout)

B. Linguistic Forms: weather expressions; present and future tenses

Specific Skills Addressed: Listening, reading, writing

Suggested Time Frame: 30 minutes

Materials Needed

Weather maps (Handout A, found in Illustrations Packet, labeled "Weather.1"); activities handouts (B)

Procedures

1. Review weather expressions with students, using pictures, props, previously learned weather symbols, etc.

2. Distribute Handout A or place it on a previously prepared overhead transparency and explain to students that these are weather predictions from a newspaper. Handout A may be used as a reading or listening activity. To familiarize students with the maps, ask a few weather-related questions such as

> ¿Qué tiempo hace hoy en Madrid?
> ¿Cuál es la temperatura hoy en Sevilla?
> ¿Qué va a ser la temperatura mañana en...?

3. Distribute Handout B, which students complete as directed, according to the information found on weather maps from Handout A.

Evaluation Methods

After students complete the activities provided on Handout B, use similar techniques to evaluate students formally. By making slight changes in the information presented, use this activity for further practice or for formal evaluation, as desired.

Springboard Activities

1. Have student pairs create their own weather maps by drawing symbols on blank maps or by using cutout symbols to place on blank maps. Ask Student A in each pair to give oral weather statements about his or her map, which Student B draws or represents by placing cutout symbols on her blank map. Then have students reverse roles and repeat. As a follow-up evaluation, give oral statements about the weather while students draw symbols on a blank map, which may be turned in for a grade.

2. Assign or allow students to select a city or region for which a weather map can be found. Have students research that city or region and write a plan of a day's activities, based on what there is to do in that place and the weather predicted. Paragraphs might resemble the following.

> **LLueve en Madrid. Por la mañana voy a pasar tres horas en el Museo del Prado. Después voy a visitar el Escorial. El Escorial es un monasterio enorme, palacio y mausoleo. Es muy interesante. Después de visitar el Escorial voy a almorzar en un restaurante que está cerca del monasterio. Más tarde voy de compras al Cortes Inglés.**

Note that the handout of weather maps is found in the Illustrations Packet.

Handout B (3 pages)

La Meteo

A. ¿Cuál es la temperatura?

Fahrenheit = Celsius x 9/5 + 32

(20 C times 9 = 180; 180/5 = 36 36 + 32 = 68 degrees Fahrenheit)

	Madrid	Valencia	Bilbao	La Coruña
hoy	C = F =	C = F =	C = F =	C= F=
jueves	C = F =	C = F =	C = F =	C = F =
viernes	C = F =	C = F =	C = F =	C = F =

B. Mire los mapas y escribe CIERTO o FALSO.

__________1. Hoy hace sol en el sur de España.

__________2. Hace friáo esta semana en Málaga.

__________3. El jueves, hace mal tiempo en Barcelona.

__________4. Va a llover el viernes en Madrid.

__________5. Es una buena idea ir a la playa hoy.

__________6. Se necesita un paraguas en Bilbao el viernes.

__________7. El viernes va a nevar en Valencia.

__________8. El jueves, vamos a hacer una excursión al campo cerca de Madrid.

Handout B (continued)

C. Decida cuál diá es mejor para hacer las actividades mencionadas. Escriba el diá a la izquierda de cada actividad.

1. Tú eres un estudiante en la Universidad de Barcelona.
_______________ hacer la tarea
_______________ ir al teatro
_______________ montar en bicicleta

2. Tú estás de vacaciones cerca de Badajoz.
_______________ ir a la piscina
_______________ visitar el museo
_______________ hacer un picnic

3. Visitas a tu abuela que vive en La Coruña.
_______________ ir a la iglesia para asistir un concierto
_______________ hacer una excursión
_______________ mirar la televisión

4. Vas a pasar la semana con parientes en Bilbao.
_______________ dar un paseo
_______________ visitar las fábricas donde se produce acero
_______________ tomar el tren a Santander

5. Estás en Madrid con tus amigos.
_______________ visitar el Prado
_______________ almorzar en la Plaza Mayor
_______________ leer un libro

Handout B (continued)

D. Responda a las preguntas según el tiempo.

1. ¿Qué estación es, probablemente?

____

2. Dónde vivo? Hoy está nublado. El jueves hace sol y el viernes llueve, pero la temperatura está en 24 grados.

____

3. ¿Qué diá llueve en la Coruña? ____________________

4. Copie los símbolos del tiempo en el rectaángulo de abajo y escriba una frase correspondiente.

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Topic: **Weather.2**

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective

Students respond to basic questions about weather and respond to cues for weather.

Language Needed

A. Content: basic and supplemented weather vocabulary (authentic weather vocabulary included below); clothing vocabulary

B. Linguistic Forms: present tense verbs for weather

Specific Skills Addressed: Listening, speaking, reading

Suggested Time Frame: 30 minutes

Materials Needed

Transparency of weather vocabulary and symbols (provided in Illustrations Packet); cutouts of weather symbols; map; student activity handout (provided)

Procedures

1. Give a simple weather report, using familiar and new vocabulary, making sure, by extensive use of props, visuals and dramatizations, that students understand the vocabulary.

2. Reinforce new vocabulary words and expressions and relate them to the weather symbols, referring to the transparency made from the illustration. For efficient student learning, help students associate new words with known vocabulary, as in the following examples.

hace sol - el sol
nublado - la nube

3. Have students repeat new words with correct pronunciation, first while looking at the words on the transparency and then when referring only to the weather symbol.

4. With the transparency in view for possible referral, make a weather statement and have a volunteer student select the cutout symbol and place it on the map. Repeat several times to practice all symbols, perhaps letting students read the statements as well.

5. After reminding students to read for key words, distribute the student activity handout. With the transparency still in view, ask students to read and draw the appropriate weather symbols in the space provided next to each forecast.

Evaluation Methods

Have students pairs compare their responses and ask for teacher explanation, if necessary. For more formal evaluation, read these same (in random order) or similar short forecasts and have students draw the appropriate symbol for each. Allow students to refer to the weather symbol transparency but not the student activity handout.

Transparency (symbols and vocabulary)

See original in the Illustrations Packet.

sunny	hace sol
clearings	despejado
not too cloudy	poco nublado; sin nubes
cloudy	nublado
very cloudy	muy nublado; tiempo nubloso
snow	nieva
showers	aguacero o chubasco
storms	tormenta o tempestad o borrasca
mists, haze	llovizna
fogs	neblina
rain	lluvia
ice	hay hielo

Student Handout

Read the weather report and draw the appropriate weather symbol.

1. ________ Hoy, lluvie en Madrid. Póngase un impermeable y no se olvide el paraguas.

2. ________ El veraño ya está aquí. Hace sol y hace much calor.
Váyanse a la playa.

3. ________ Hace frío y nieva en el norte de España. Pónganse un abrigo, unos guantes y un sombrero de lana.

4. ________ Velen por las tormentas. Son peligorosas. Si están afuera, entren.

5. ________ Está muy nublado esta mañana. Hay posibilidad de lluvia por la tarde.

6. ________ Está mañana neblina y llueve en el sur de España.
Manejen con cuidado.

7. ________ La temperaturas va a bajar esta noche. Hay posibilidad que se congelen las calles.

8. ________ Va a hacer buen tiempo este fin de semana. Por la tarde va a estar un poco nublado.

9. ________ El pronóstico del tiempo para mañana: Va a estar nublado y a veces despejado.

10. ________ Va a llover fuerte todo el día. No salgan sin paraguas.

RESOURCE GUIDE - SPANISH I

SELECTED BIBLIOGRAPHY

The following bibliography was taken from the ACTFL Selected Listing of Instructional Materials for Elementary and Secondary School Programs, developed by the American Council on the Teaching of Foreign Languages under a grant from the U.S. Department of Education. The descriptions of certain materials represent the opinions of the volunteers selected by ACTFL to review the materials.

COMPUTER SOFTWARE

AMIGO - A Beginning Spanish-English Computer Assisted Vocabulary Instruction
Robert Wood
Passport Books, 1987
Program disk, data disk, user's manual

Thematically groups extensive level one and two vocabulary for practice and testing. It facilitates independent work with clear directions and varied, humorous feedback. Does not allow for regional words. Since new activities can be created easily, it is adaptable to various curricula, beginning to advanced.

ANAGRAMAS HISPANOAMERICANOS
Gessler Publishing

This computer game teaches and reviews the names of capitals and locations of countries in South and Central America, Mexico and the Caribbean. Correct answers move the country to its proper position on the map. Good graphics.

ON TARGET
John Hall
Langenscheidt Publishers Inc., 1984

Offers vocabulary translation opportunities. Clever graphics, easy and clear instructions and the use of cognates make this a motivational program. Answers may be obvious, but there is opportunity to create new files. A careful reading of the instructional manual (ancillary material) is necessary. For beginning students.

PRACTICANDO ESPANOL (for Apple II, IIe, IIc)
Robert Phillips, editor
Conduit Educational Software, 1985. 2nd edition.
Disk #1 (verb), Disk #2 (vocabulary), teacher's guide

Emphasis is on vocabulary and grammar. Exercises are contextualized and motivational. Directions are clear, and feedback for incorrect answers is provided. Teachers can enter verbs for conjugation by students. Intended for high school students at all levels.

SPANISH GRAMMAR COMPUTERIZED I AND II (for Apple IIe, IIc, IBM, or Macintosh)
Roger H. Neff; Thomas G. Whitney, programmer
Lingo Fun Inc., 1985

Organized in comprehensive grammar units, which include clear explanations in English and in the exercises. Feedback is in the form of correction, and repeated explanation is given at the point of error. Vocabulary level is appropriate for first year students. Exercises are useful at all levels for acquisition and reinforcement.

GAMES/SIMULATIONS

CRUCIGRAMAS GRAMATICALES FACILES - 26 Copy Masters
George Giannetti
J. Weston Walch, Publisher, 1982. 26 pages.

Consists of crossword puzzles based on vocabulary or grammatical themes, such as days of the week, numbers, etc. Clues are in Spanish. Best suited to middle or high school students.

FIVE BOARD GAMES FOR THE LANGUAGE CLASSROOM:
Uvas, Montana Rusa, El Futbol, La Corrida de Verbos, Paso a Paso
Barbara Snyder
ACTFL Materials Center, 1986. 31 pages.

Supplemental material that may be reproduced. For beginning level students.

IR DE COMPRAS EN ESPANA
Harry Grover Tuttle
ACTFL Materials Center. 21 pages.

This pamphlet contains material in English to supplement a cultural unit on shopping in Spain.

LANGUAGE VISUALS - A Teacher's Guide for English, Spanish, German, French and Italian
National Textbook Company, 1979
60 cards, carrying case, teacher's manual

Large, cardboard visuals with manual that suggests pedagogical activities for each, ranging from basic vocabulary questions to individualized ones. Most visuals are in color. For any audience.

LOS CHAMACOS DE SAN MIGUEL - Eight Class Plays - Reproducible Teacher Book
Hanna McGhee
J. Weston Walch, Publisher, 1981. 93 pages.

Eight one-act plays designed for class performance. Characters are California teenagers of Mexican descent. Language, dialogues and cultural context are authentic, accurate and appropriate. Repetition in dialogue is meaningful and helpful for memorization. Lively, amusing content. Appropriate for seventh- to 12- grade students at all levels.

SPANISH BINGO - Five Bingo Games for Beginning and Advanced Students
Paula Twomey
J. Weston Walch, Publisher, 1983

Games range from beginning to advanced levels. The color-coded cards consist of words on a bingo grid. Students listen to a caller read sentences that require an appropriate verb or adjective form, noun or synonym. Well-organized and varied, designed to reinforce learned vocabulary, teach new words and review grammar.

VEINTE PREGUNTAS - 32 Conversation Activities in Spanish
Barbara Snyder
J. Weston Walch, Publisher, 1984. 32 pages.
Teacher's manual

Consists of interview games that provide useful vocabulary and grammatical practice within a conversational context. Organized according to grammatical function, the games are designed to stimulate meaningful conversation based on personal preferences and experiences. Can easily be used as supplementary material to any text at the middle or high school level.

READERS

BEGINNER'S SPANISH READER
Claude Dale and Anne Topping
National Textbook Company, 1986. 1st edition. 60 pages.

No English is used except in the end vocabulary. Visuals are well- integrated with activities via good black and white graphics. Activities are often meaningful and contextualized but rarely personalized. A fair amount of everyday cultural information is included. For middle and high school students.

CARA A CARA - A Basic Reader for Communication
Ratcliff; Boylan, et al.
Holt, Rinehart and Winston, 1982. 217 pages.

Relatively short narratives from Spanish and Latin American periodicals that focus on human interest or cultural themes. The 18 chapters are divided into three levels: level one incorporates the present tense and commands; level two, the past and progressive tenses; and level three, the compound tenses. Prereading techniques, follow-up contextualized vocabulary exercises and communicative discussion topics are included. Varied and interesting for high school and college students.

QUE HAY DE NUEVO?
Jose Fernandez and Nasario Garcia
D. C. Heath and Company, 1985. 216 pages.

Designed for communicative proficiency. Organized around practical themes, it contains dialogues and speaking exercises, vocabulary builders, writing activities and cultural notes. Spanish is used in all directions. An appropriate basic text for average students in ninth grade through college.

REALIDAD Y FANTASIA
Susan H. Noguez and Emily Boyd
Amsco School Publications, 1984. 102 pages.

This reader contains graded stories (present tense only is used in the first nine chapters) and exercises for vocabulary, grammar and oral practice. A visual accompanies each story. The last three chapters present a history of Spain and Mexico. May be used as supplementary material for entertainment/diversion purposes.

TEACHER RESOURCES

TOTAL PHYSICAL RESPONSE IN FIRST YEAR SPANISH
Francisco Cabello
Sky Oaks Productions Inc., 1985. 208 pages.
Unreviewed.

VIDEOCASSETTES

COLORFUL MEXICO
Teacher's Discovery
Ancillary material: Tips pamphlet

Provides a very good overview of Mexican culture. The young Mexican narrator discusses, in English, Mexico's contemporary culture as well as its history. The quality of the pictures, colors and sounds is excellent. This video could appropriately accompany a Mexican culture unit at a variety of levels, ranging from middle school to college.

COMERCIALES EN ESPANOL
Teacher's Discovery
Ancillary material: Tips pamphlet, vocabulary list

Consists of authentic television commercials broadcast in Spanish for Hispanic audiences in the Chicago area. Can provide students with realistic listening comprehension practice, requiring them to guess from context and to rely on their own cognitive skills. Since there are no activities, exercises or vocabulary notes, teachers must devise their own. The quality of the color, sound and photography is very good, and the products advertised are diverse.

LA CORRIDA
Educational Audio Visual Inc.
Ancillary material: Transcript, vocabulary lists

A 25-minute film presented in three different formats: an English narration, a Spanish narration and a Spanish narration with Spanish subtitles. Allows students to view the main events of the bullfight. For all levels.

LET'S VISIT MEXICO
Educational Audio Visual Inc., 1987

Adapted from a filmstrip of places of interest in Mexico. Panoramic views of historic sites and tourist attractions are more prevalent than scenes of people. The Spanish version contains English subtitles; an English version is also available. A teacher's guide contains five related exercises, three in English and two in Spanish, consisting of content questions and translation exercises. The quality of the pictures, color and sound is excellent, but the narration is monotonous and dry.

LET'S VISIT SOUTH AMERICA
Educational Audio Visual Inc., 1987

Presents a broad overview of South America. The quality of the photos, color and sound is excellent, but the narration is very general. Historical figures, Indian cultures and customs are mentions, but without much detail. Narration is provided in English, Spanish and Spanish with English subtitles. A teacher's guide includes five exercises, three of which are in English. The remaining exercises are content questions, verb fill-ins and translations.

ME GUSTA, ME GUSTA!
Teacher's Discovery

Attempts to help the non-Spanish speaker understand the usage of the verb "gustar." Completely skill-getting in approach. Might be useful in small doses when supplemented with more realistic materials. Not recommended as a primary source for the study of this verb.

PEASANT LIFE IN LATIN AMERICA
Teacher's Discovery

Documentary is sometimes stark in its depiction of the spartan existence of Latin American peasants. Real-life interviews do not reveal feelings of dejection by the peasants, but the contrast between their culture and ours is dramatic. English subtitles may detract from the development of comprehension skills. Student interest may be stimulated by a contrast between the peasants' way of life and American rural vs. suburban vs. urban lifestyles. Recommended for junior and senior high school students.

SPAIN A LA CARTE
Teacher's Discovery
Ancillary material: Tips pamphlet

Features various regional cuisines of Spain. The quality of the sound, color and photography is very good, but the narration is entirely in English. Provides some insight into Spanish culture but does nothing to teach the Spanish language.

SPAIN A LA CARTE II
Teacher's Discovery
Ancillary material: Tips pamphlet

An excellent travelogue containing authentic and interesting cultural information without using stereotypes. Presents a refreshing look at Spain and its people. Suited for all levels of instruction.

SPANISH CULTURE
Teacher's Discovery

This overview is minimally sufficient to gave a flavor of Spanish culture. The quality of the production is only adequate. It is entirely in English. While it may be introduced at most levels, the content is more visually than intellectually stimulating. Better used by beginners, since more advanced students need more in-depth material.

VIVA SAN FERMIN - Bulls of Pamplona
Films for the Humanities and Sciences

A graphic, somewhat explicit depiction of the most pivotal cultural event of Spain. It realistically portrays the strong ties the Spanish have to bullfighting. May be too graphic for young beginners.

WORKBOOKS

70 SPANISH CULTURE ACTIVITIES
Vicki Leon
J. Weston Walch, Publisher, 1984. 123 pages.

Contains a broad variety of realia, together with a wealth of related communicative activities to help students better understand real-life situations in Spain. It is divided into six sections by subject matter rather than by language skills. Each cultural item (menu, page of a calendar, business letter, etc) occupies one page, with an explanation and related activities on the following page. Highly contextualized and meaningful activities allow room for creativity and motivate students to compare cultures and create their own letters, ads, etc. Proficiency oriented in approach and very flexible. For high school or college students.

BEGINNING SPANISH BY EASY STEPS
Emily Boyd Leal and Susan Hamilton
Amsco School Publications, 1975. 299 pages.

This workbook presents vocabulary and grammar exercises through meaningful and contextualized situations. Appropriate for independent study as immediate feedback is provided. May be used successfully with below-average to average students in grades six through 12.

CONVERSATION IN SPANISH - Points of Departure
Frank Sedwick
Heinle & Heinle, 1985. 4th edition. 116 pages.

Dialogues, vocabulary and speaking activities are appropriate and approximate authentic language. Activities are communicative. Directions are clear. Coping strategies and independent communication are stressed. Can be used with students of average to superior ability in grades eight through 12.

MI AMIGO EL DICCIONARIO
Gail Beth Heffner
ACTFL Materials Center, 1985.   24 pages.

A well-organized, practical approach to teaching using new vocabulary words, culture and historical events, integrated with appropriate English directions, glossaries and cultural notes. Well-balanced between attaining and using skills. Affords the opportunity to develop topical vocabulary skills in an exciting and active manner. Useful for both students and teachers. Best suited for average and above students from ninth grade through college.

PIENSO EN ESPANOL: Guided Conversation and Composition in Spanish -
Copy Masters
George Giannetti and Marian Littman
J. Weston Walch, Publisher, 1981.   50 pages.

Proficiency-based and communicative in approach, consisting of guided conversation and composition activities. Includes many personalized questions on topics of interest to young people. For the development of speaking and writing skills using contextualized situations. There is a logical progression of tasks. Teacher's manual is available. Appropriate as supplementary material for middle or high school classes.

RONALD McDONALD PREGUNTA:
Puedes decir: dostortosdepurocarnederessalsassespeciallechu
Robert J. Headrick Jr.
ACTFL Materials Center   15 pages.

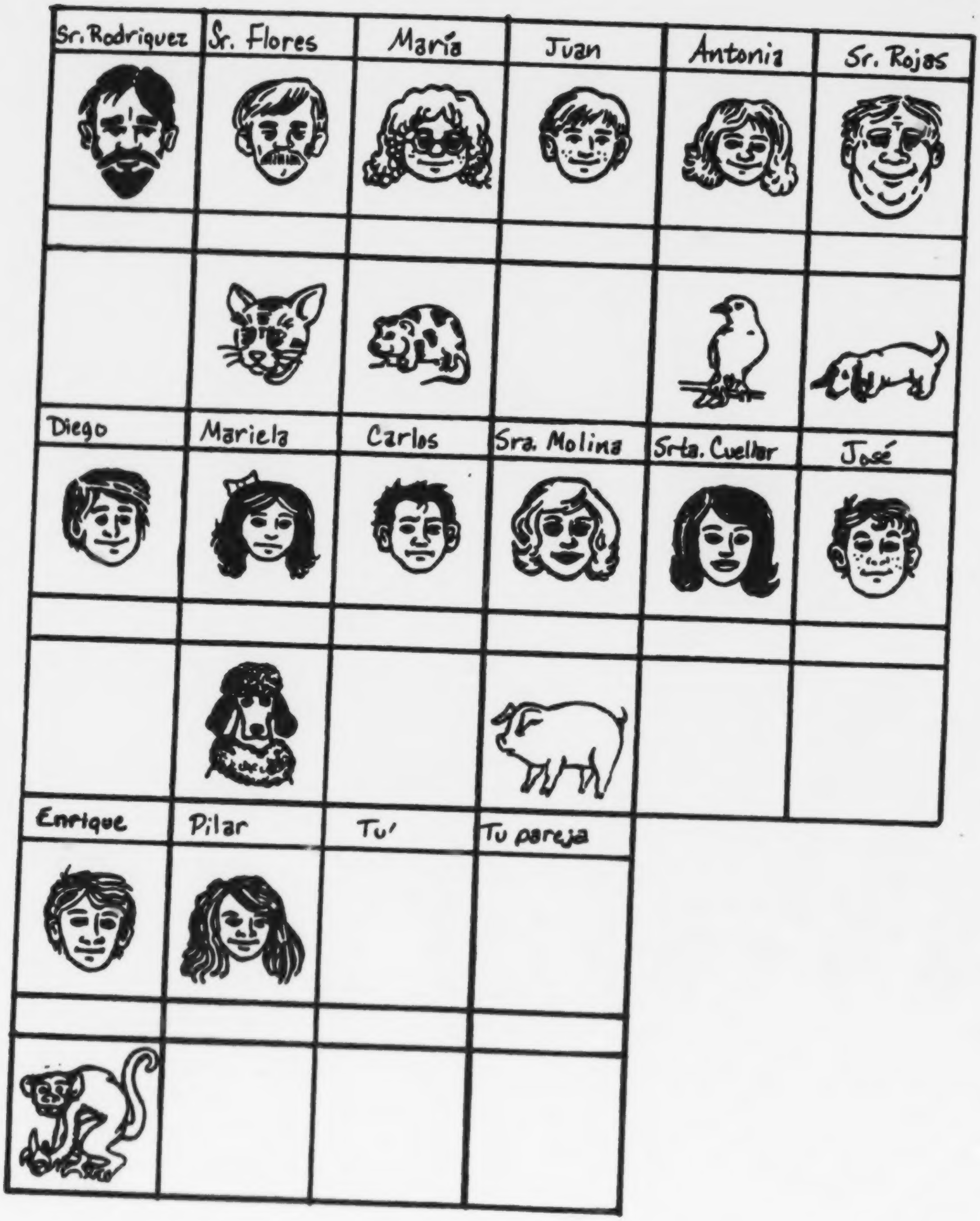
Permits students to develop a balanced proportion of speaking, writing, listening comprehension and reading skills. Uses current idioms, expressions and vocabulary and gives a slice of contemporary Spanish life that is both meaningful and functional. Graphics are attractive; activities are varied and upbeat; cultural notes are topical and interesting. Highly suggested for average to superior students from fourth grade through high school. May even be used at the college level with careful adaptation for the more mature student.

Illustrations Packet

to accompany the

Spanish I Resource Guide

Division of Curriculum & Instruction
Georgia Department of Education
Atlanta, Georgia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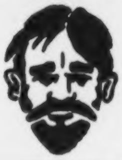
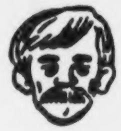
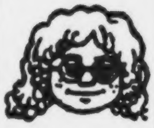
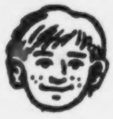
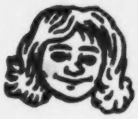
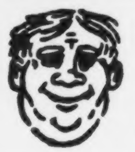
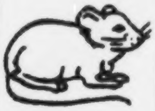
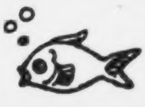
Tu'
Tu pareja

Sr. Rodriquez	Sr. Flores	María	Juan	Antonia	Sr. Rojas
					
					
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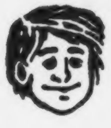	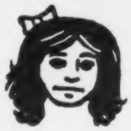	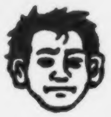	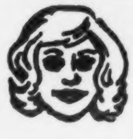	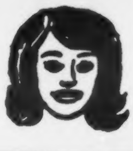	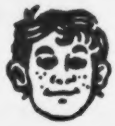
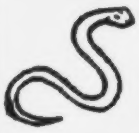		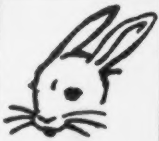		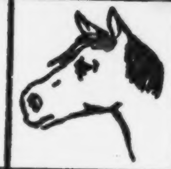	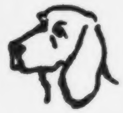
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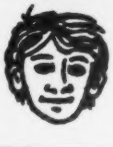
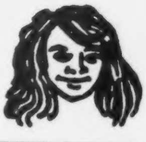
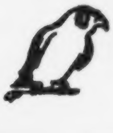
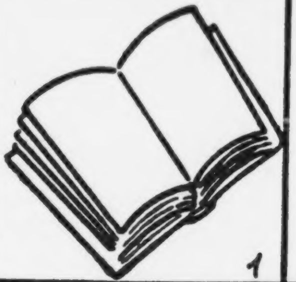
					
					

Classroom Objects.2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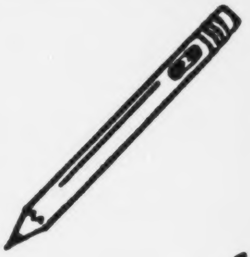
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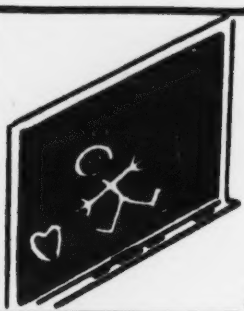
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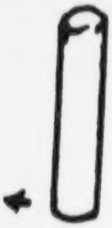
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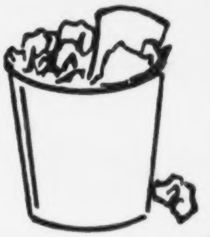
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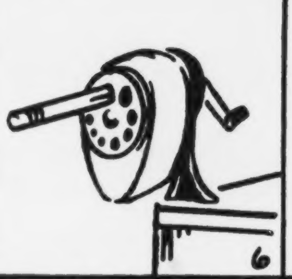
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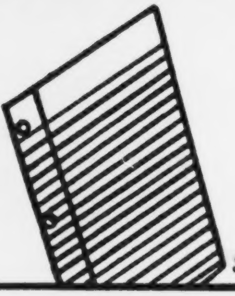
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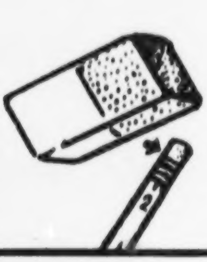
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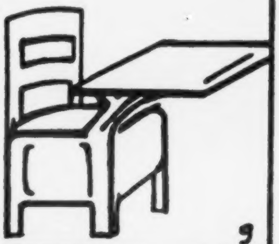
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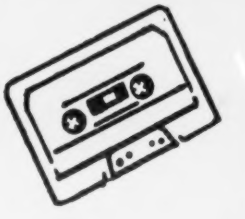
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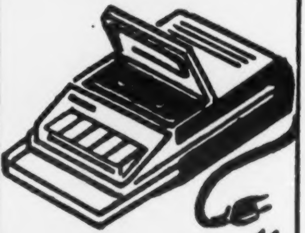
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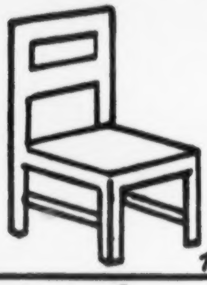
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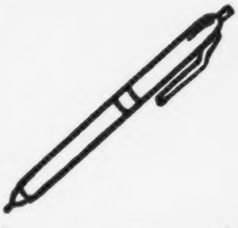
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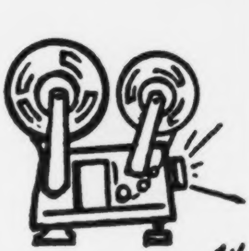
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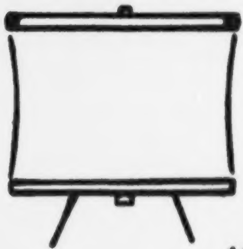
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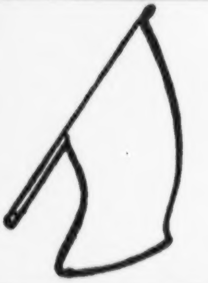
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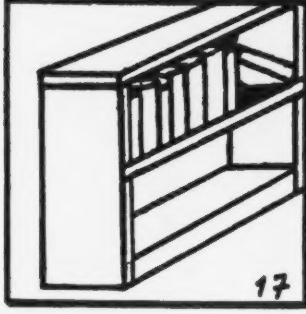
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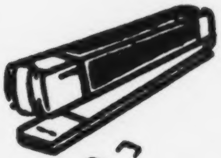
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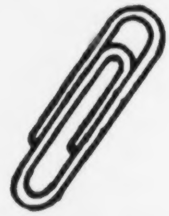
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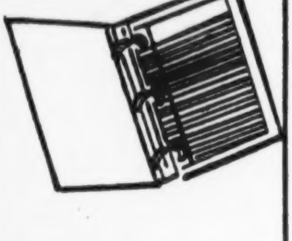
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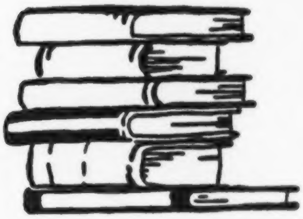
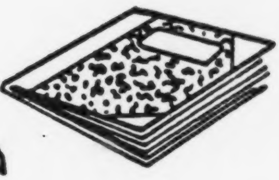
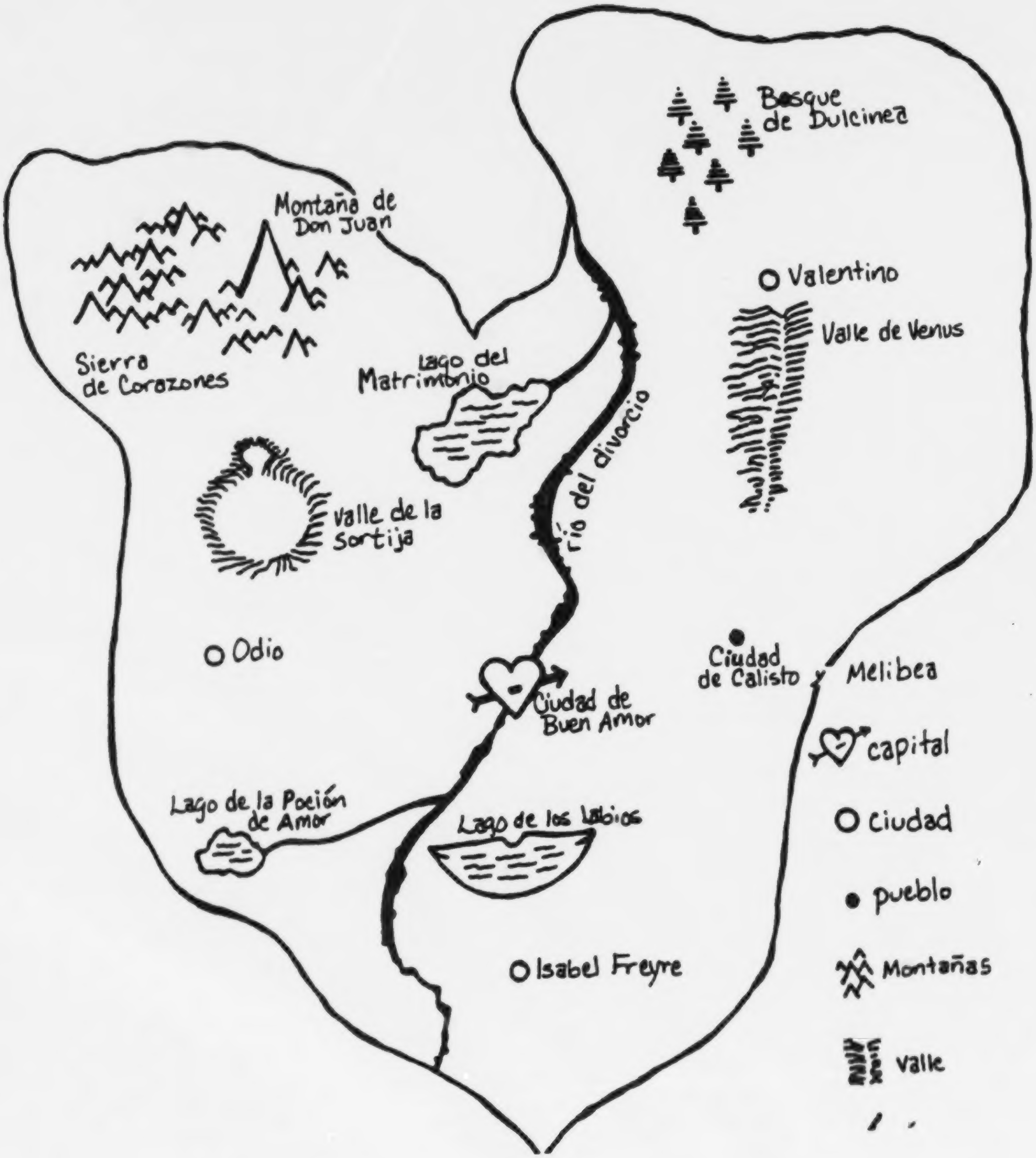
BEST COPY AVAILABLE

Horario de ROJAS CABRERA, Maricarmen

	lunes	martes	miércoles	jueves	viernes	sábado
9,00 h.	filosofía	francés	filosofía	francés	laboratorio de química	
10,00 h	matemáticas	química	matemáticas	matemáticas	laboratorio de química	
11,00 h	inglés	inglés	inglés	inglés	estudios en la biblioteca	
12,00 h	español	español	estudios	economía	economía	
13,00 h	almuerzo (la comida)					
14,00h.	educación física	historia	historia	educación física	historia	
15,00 h	biblioteca	matemáticas	estudios	biblioteca	matemáticas	
16,00 h	estudios	estudios	footing	estudios	footing	



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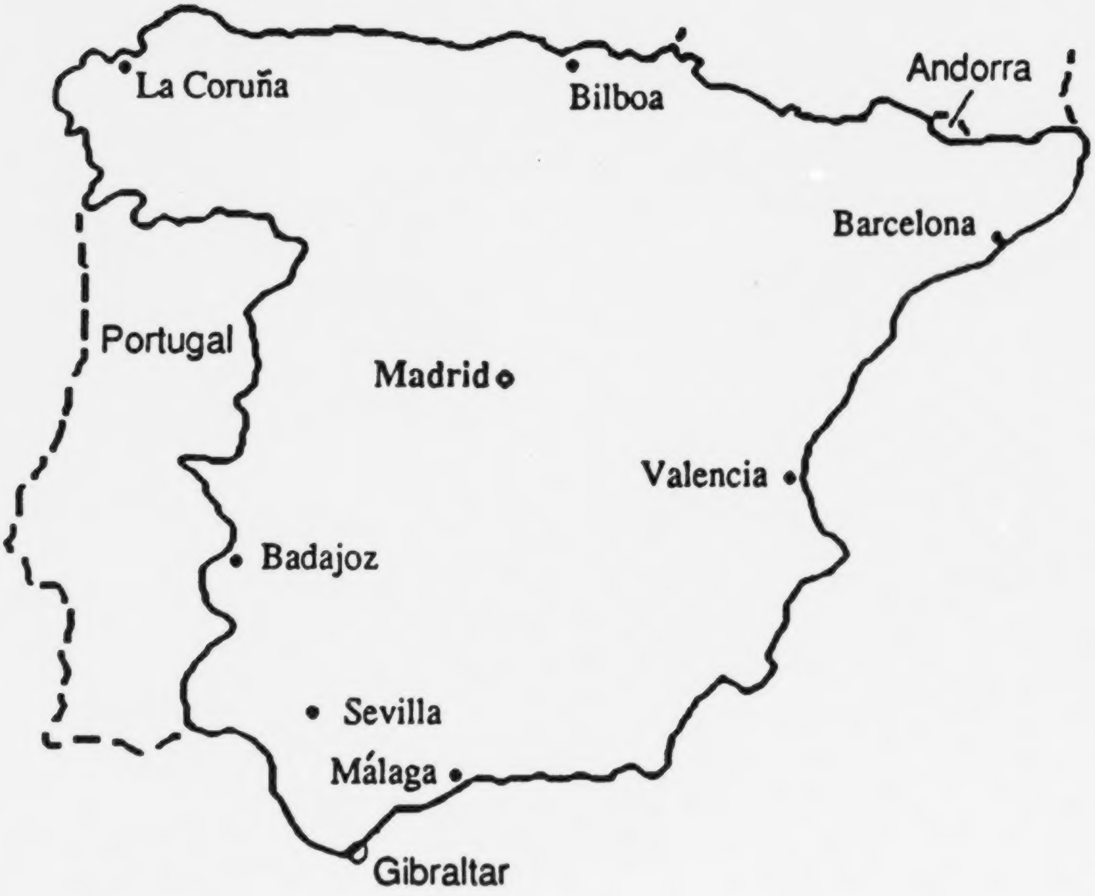
Montaña de Don Juan
Valentino
Valle de Venus
Sierra de Corazones
Lago del Matrimonio
río del divorcio
Valle de la Sortija
Odio
Ciudad de Calisto
Melibea
Ciudad de Buen Amor
capital
Ciudad
pueblo
Montañas
valle
Lago de la Poción de Amor
Lago de los Labios
Isabel Freyre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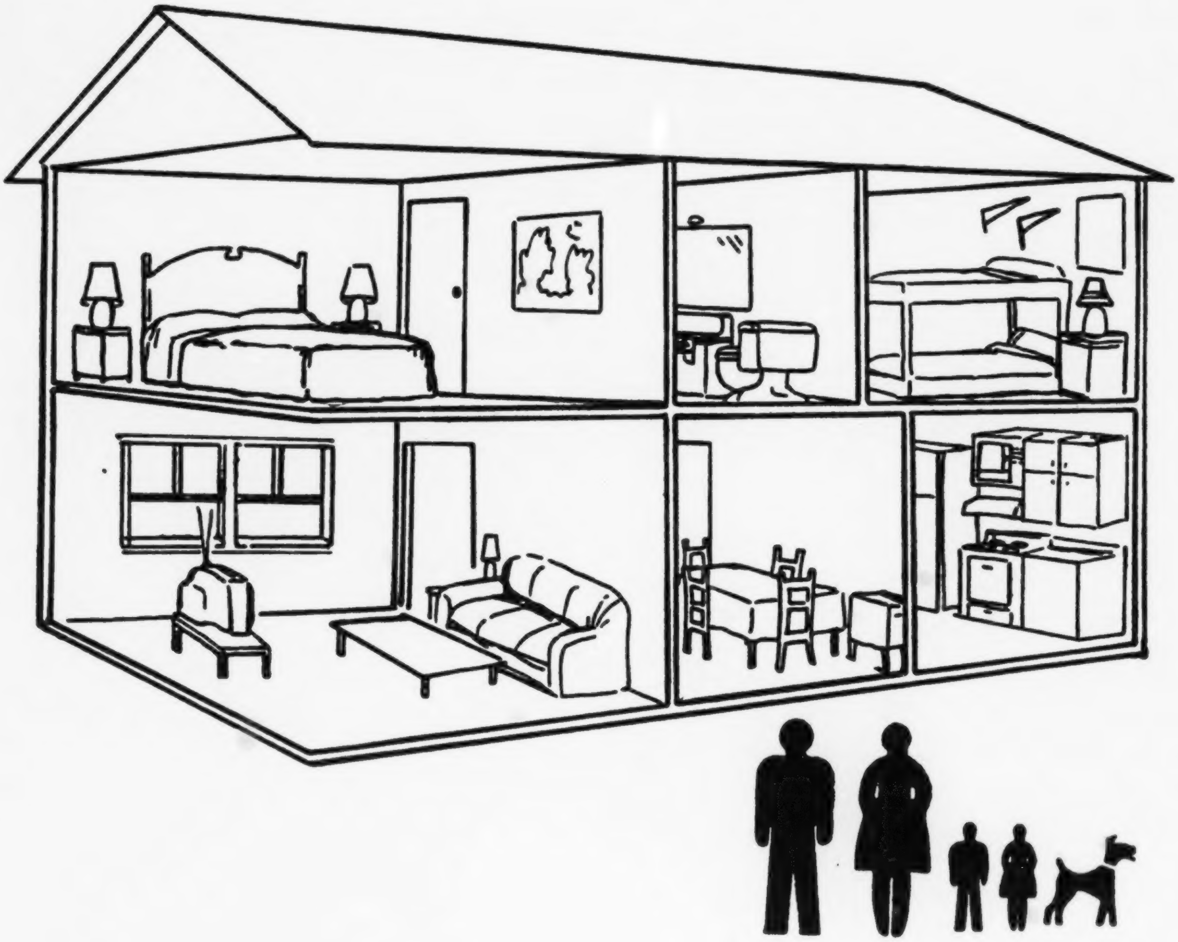
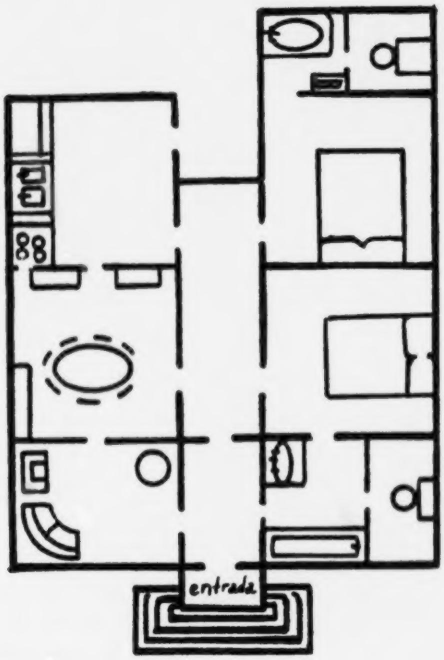
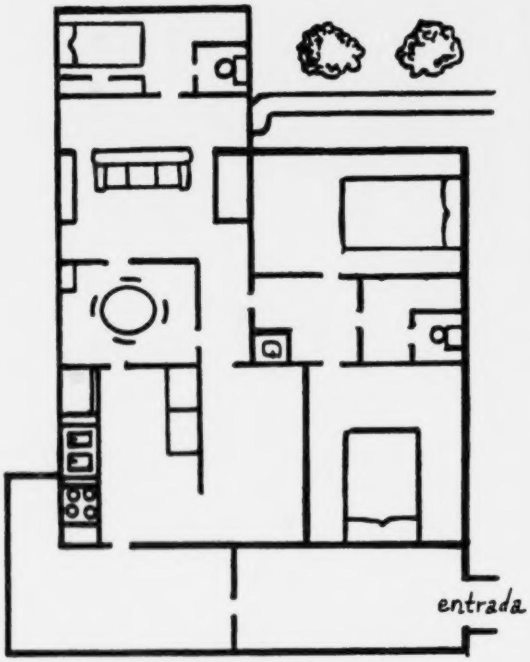
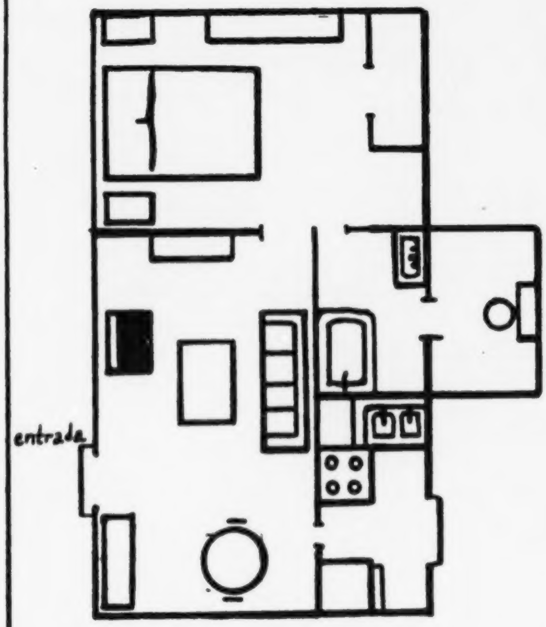




casa solariega



casa de campo



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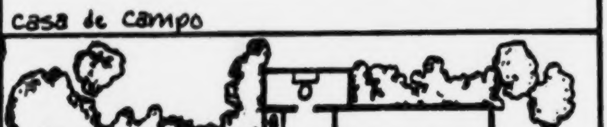
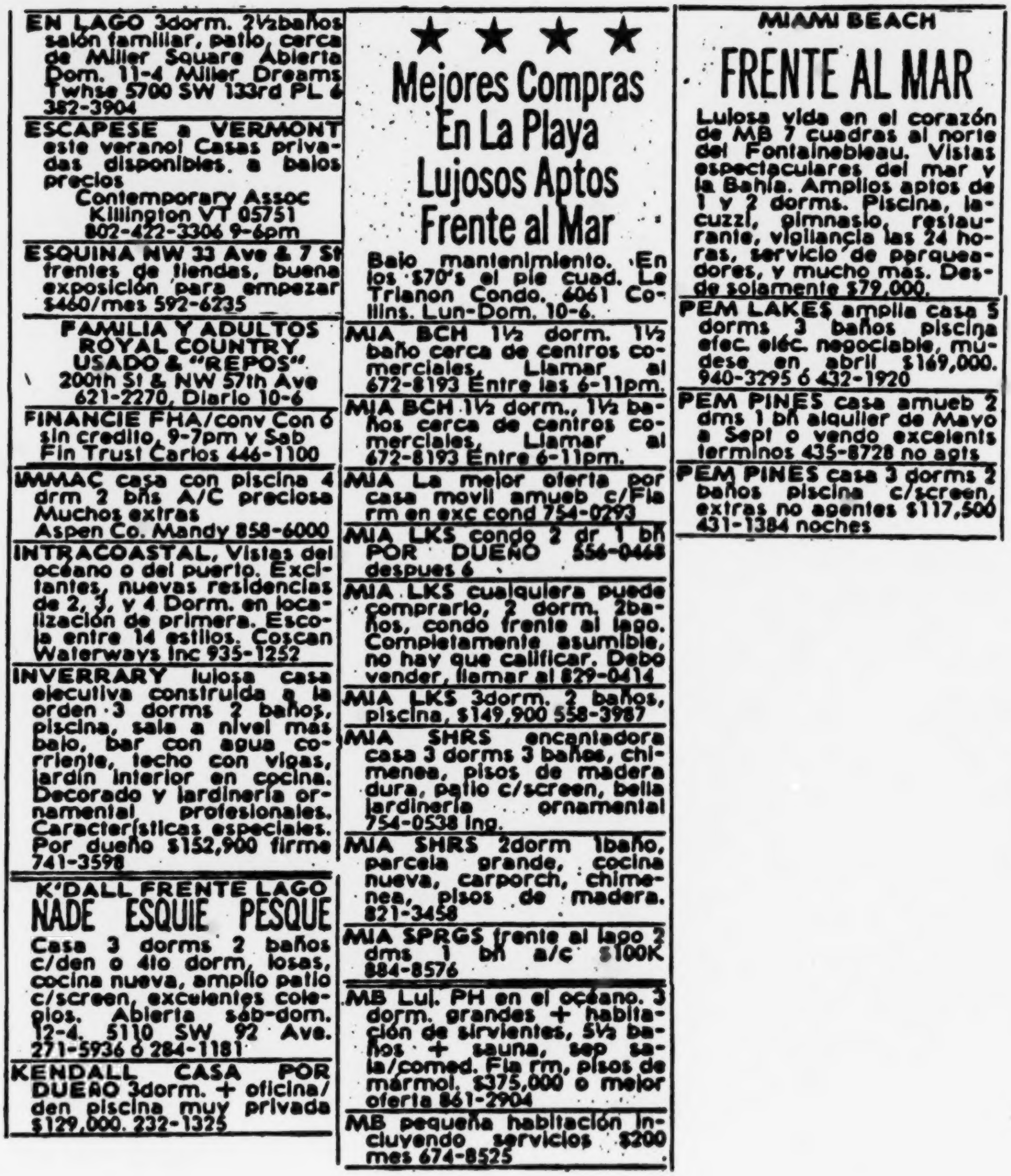


una glorieta



EN LAGO 3dorm. 2½baños salón familiar, patio, cerca de Miller Square Abierta Dom. 11-4 Miller Dreams Twhse 5700 SW 133rd PL 6 382-3904

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Contemporary Assoc
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ESQUINA NW 33 Ave & 7 St frentes de tiendas, buena exposición para empezar $460/mes 592-6235

FAMILIA Y ADULTOS
ROYAL COUNTRY
USADO & "REPOS"
200th St & NW 57th Ave
621-2270, Diario 10-6

FINANCIE FHA/conv Con ó sin crédito, 9-7pm y Sab Fin Trust Carlos 446-1100

IMMAC casa con piscina 4 drm 2 bñs A/C preciosa Muchos extras
Aspen Co. Mandy 858-6000

INTRACOASTAL, Vistas del océano o del puerto. Excitantes, nuevas residencias de 2, 3, y 4 Dorm. en localización de primera. Escoja entre 14 estilos. Coscan Waterways Inc 935-1252

INVERRARY lujosa casa ejecutiva construida a la orden 3 dorms 2 baños, piscina, sala a nivel más bajo, bar con agua corriente, techo con vigas, jardín interior en cocina. Decorado y jardinería ornamental profesionales. Características especiales. Por dueño $152,900 firme 741-3598

K'DALL FRENTE LAGO
NADE ESQUIE PESQUE
Casa 3 dorms 2 baños c/den o 4to dorm, losas, cocina nueva, amplio patio c/screen, excelentes colegios. Abierta sáb-dom. 12-4. 5110 SW 92 Ave. 271-5936 ó 284-1181

KENDALL CASA POR DUEAO 3dorm. + oficina/den piscina muy privada $129,000. 232-1325

★ ★ ★ ★

Mejores Compras
En La Playa
Lujosos Aptos
Frente al Mar

Bajo mantenimiento. En los $70's el pie cuad. Le Trianon Condo. 6061 Collins. Lun-Dom. 10-6.

MIA BCH 1½ dorm. 1½ baño cerca de centros comerciales, Llamar al 672-8193 Entre las 6-11pm.

MIA BCH 1½ dorm., 1½ baños cerca de centros comerciales, Llamar al 672-8193 Entre 6-11pm.

MIA La mejor oferta por casa movil amueb c/Fla rm en exc cond 754-0293

MIA LKS condo 2 dr 1 bñ POR DUEÑO 556-0468 despues 6

MIA LKS cualquiera puede comprarlo, 2 dorm. 2baños, condo frente al lago. Completamente asumible, no hay que calificar. Debo vender, llamar al 829-0414

MIA LKS 3dorm. 2 baños, piscina, $149,900 558-3987

MIA SHRS encantadora casa 3 dorms 3 baños, chimenea, pisos de madera dura, patio c/screen, bella jardinería ornamental 754-0538 ing.

MIA SHRS 2dorm 1baño, parcela grande, cocina nueva, carporch, chimenea, pisos de madera. 821-3458

MIA SPRGS frente al lago 2 dms 1 bñ a/c $100K 884-8576

MB Luj. PH en el océano. 3 dorm. grandes + habitación de sirvientes, 5½ baños + sauna, sep sala/comed. Fla rm, pisos de mármol. $375,000 o mejor oferta 861-2904

MB pequeña habitación incluyendo servicios $200 mes 674-8525

MIAMI BEACH

FRENTE AL MAR

Lujosa vida en el corazón de MB 7 cuadras al norte del Fontainebleau. Vistas espectaculares del mar y la Bahía. Amplios aptos de 1 y 2 dorms. Piscina, Jacuzzi, gimnasio, restaurante, vigilancia las 24 horas, servicio de parqueadores, y mucho más. Desde solamente $79,000.

PEM LAKES amplia casa 5 dorms 3 baños piscina efec. eléc. negociable, múdese en abril $169,000. 940-3295 ó 432-1920

PEM PINES casa amueb 2 dms 1 bñ alquiler de Mayo a Sept o vendo excelents términos 435-8728 no agts

PEM PINES casa 3 dorms 2 baños piscina c/screen, extras no agentes $117,500 431-1384 noches

BEST COPY AVAILABLE

ROOMS OF THE HOUSE.2 (Springboard Activity)

VENTAS RESIDENCIALES

COSTA RICA paraíso frente a la playa. Una casa exclusiva en una loma con vista al Pacífico en el tranquilo país Costa Rica. La playa de arena blanca, casi desierta, queda al mismo pie de la loma. Esta propiedad con abundamente jardinería ornamental tiene 3 dorms, piscina, criada, jardinero, duermen 8 cómodamente y está rodeada de casas particulares y demás establecimientos. El Campeonato de Pesca Bills se celebra desde esta playa todos los años. Esta residencia puede ser suya por $275,000. Folos a petición. Llamar a Dennis 303-377-0100

GEORGIANO COLONIAL 2 plantas. 1ra vez que se ofrece. 3 dorm. 2½ baños. más oficina/den. Sep. comedor, sala, salón familiar. Muchas otras ventajas. $395,000. Abierta sab. y dom. 665-7727.

CAYO LARGO Casas nuevas; 2 dorms, 2 bñs. $119.900. 232-9111.

LAGO DEL REY. Por dueño bella residencia nueva a estrenar junto a canal, sin puentes hasta el mar. 5 Dorms, 4½ baños, terraza, bar, grande c/agua corriente y piscina en área para fiestas con jardín interior. Amplio espacio para almacenaje. Entrada para más de 12 autos. Abierta de 9 h. a 17 h. todos los días. 254-2544 noches.

CAYO LARGO.
Apto amueblado.
Hipoteca asumible
667-1726

MIRASOL. 2 dr.,comedor exhibición, renovada,vista frente al lago, cerca de tiendas, escuelas. 554-3217.

MIRAMAR. 3 dms, 2 bñs, piscina, patio, garaje para 2 carros. Llamar 595-1113.

FRENTE AL OCEANO Absolutamente la mejor compra de Miami. Amplio apto 2 dorms 2 baños en altos, frente agua. Todas las comodidades. Magnífica vista de la piscina. Venta rápida. 360-7134.

MIRAMAR. Casa, canal, piscina, 4 dorms, 3 bñs, garaje doble. $98,700. Debo vender. 445-9971.

TAMPA. Casita de muñecas. 2 dorm 1 baño + garaje. Pisos de madera, chiminea. Pase y véala y después llame. 943-5721.

Dueño financea con 15% entrada. Aire cent., patio cubierto, cocina equip., losas, alarma. Completamente amueb., estilo Art Deco. En maravillosa condición. 381-6401

VENDO por $187.500 o alquilo por $2,000/mes. 3 dms, piscina con tela metálica,en buen estado. Llame después de las 6. 311-3113.

CAYO BISCAYNE. Casa nueva. Cielo raso de madera. Ventiladores de techo. Por debajo del valor a $245K. 378-5663

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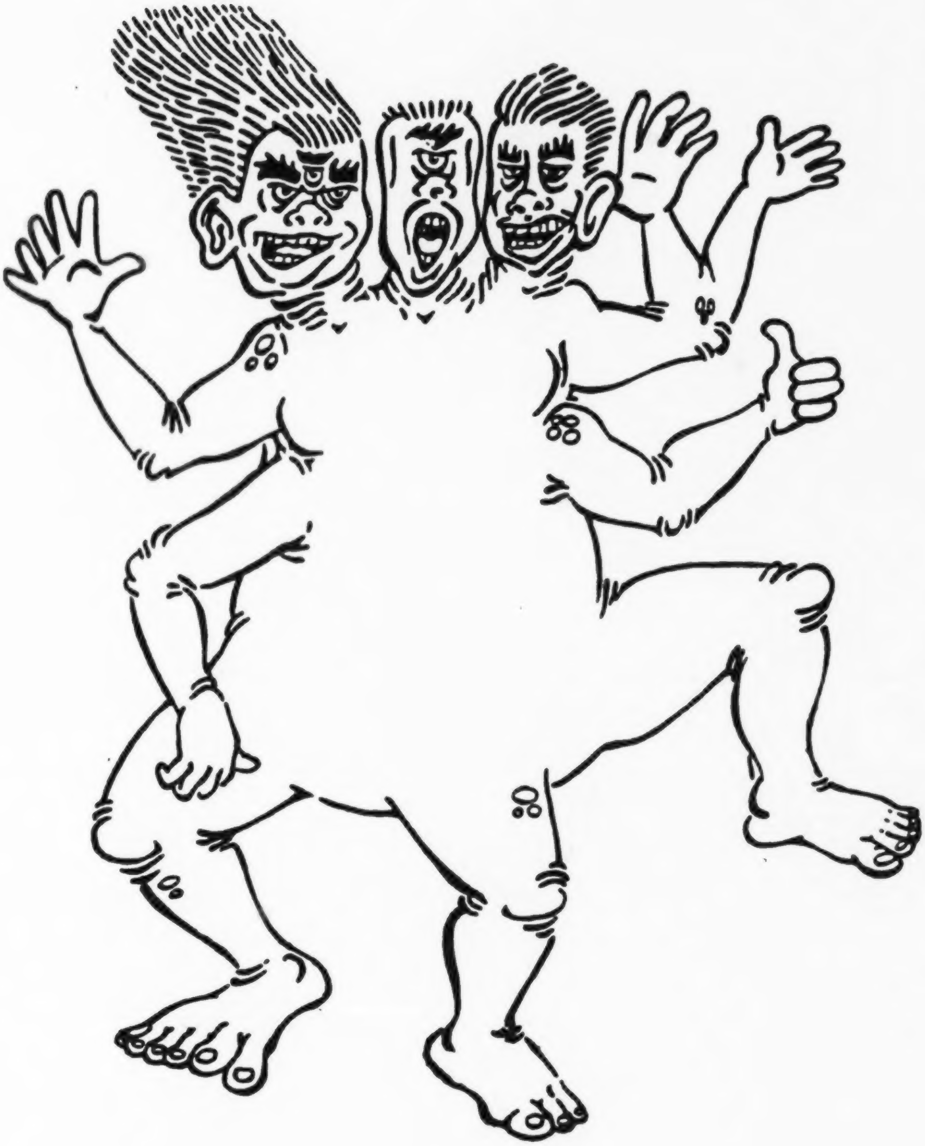

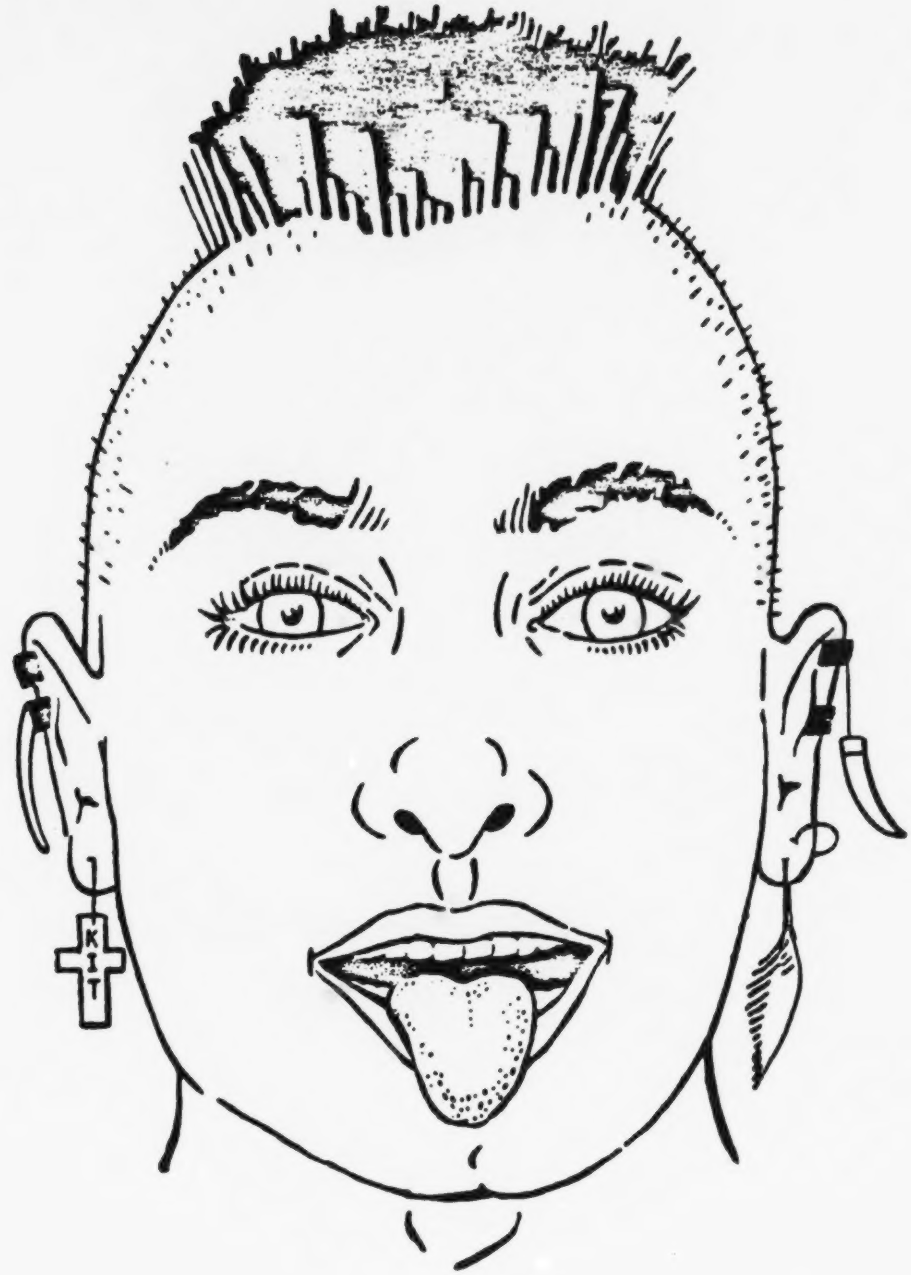
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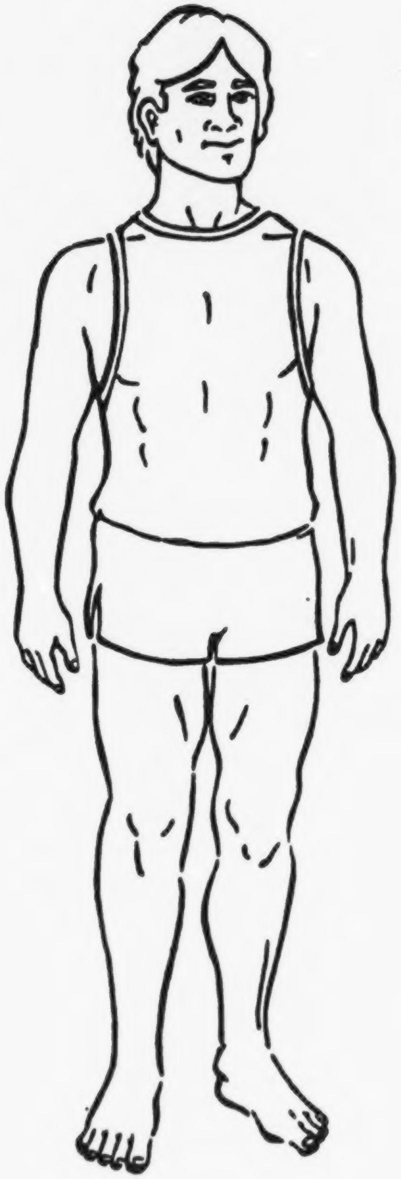

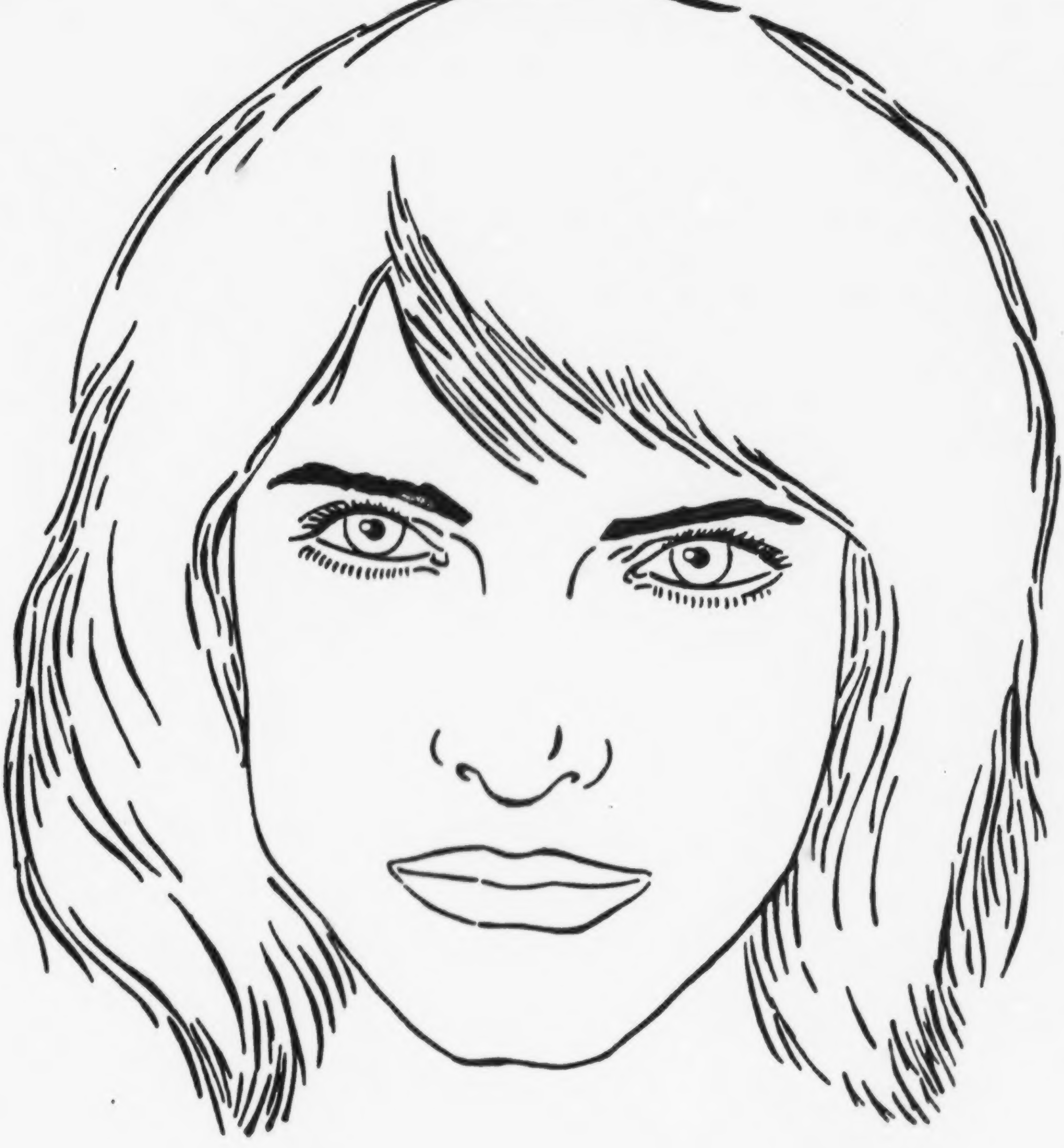

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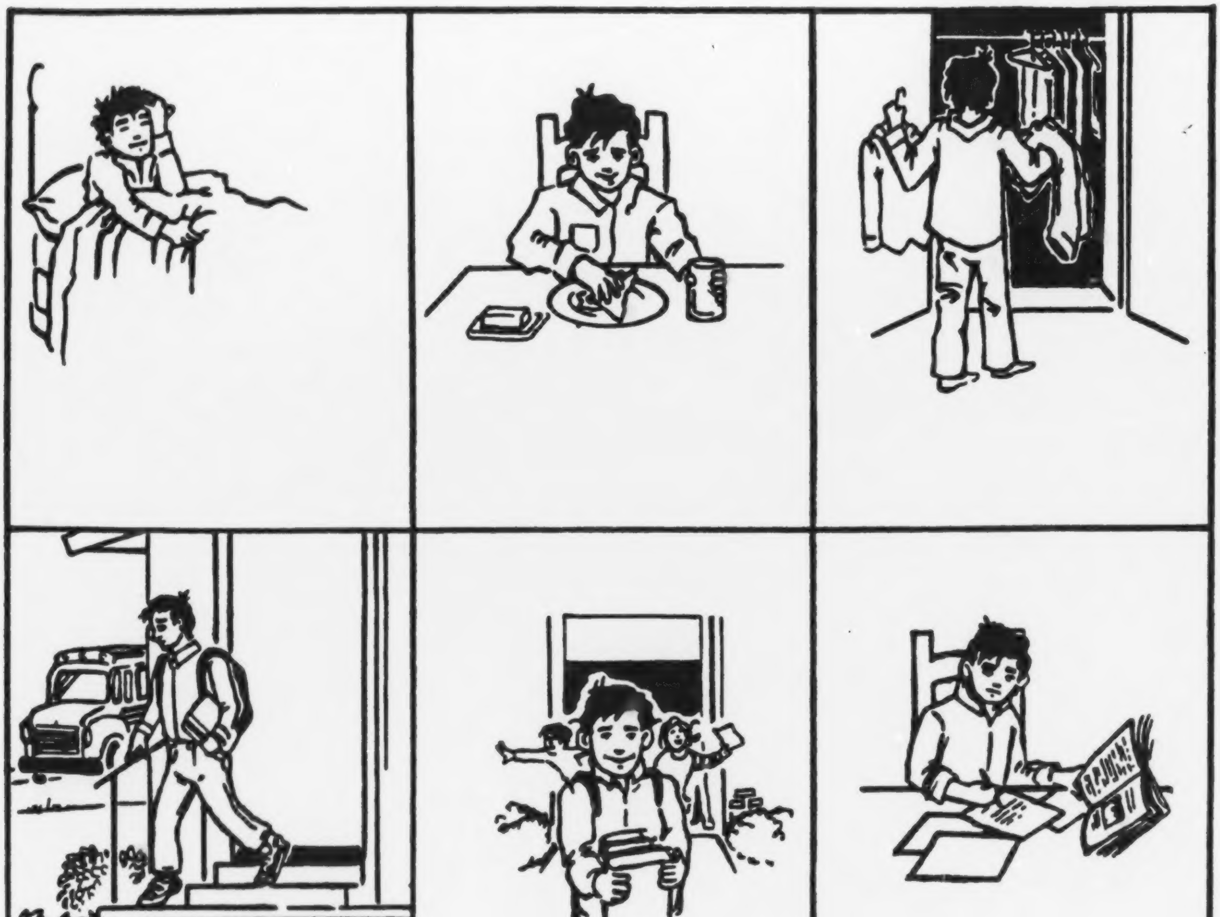

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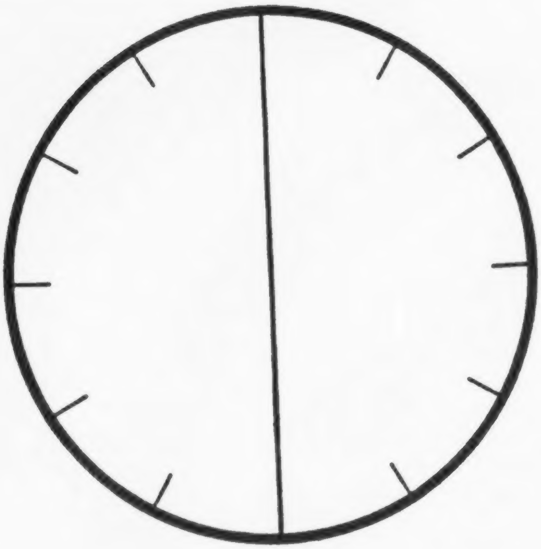

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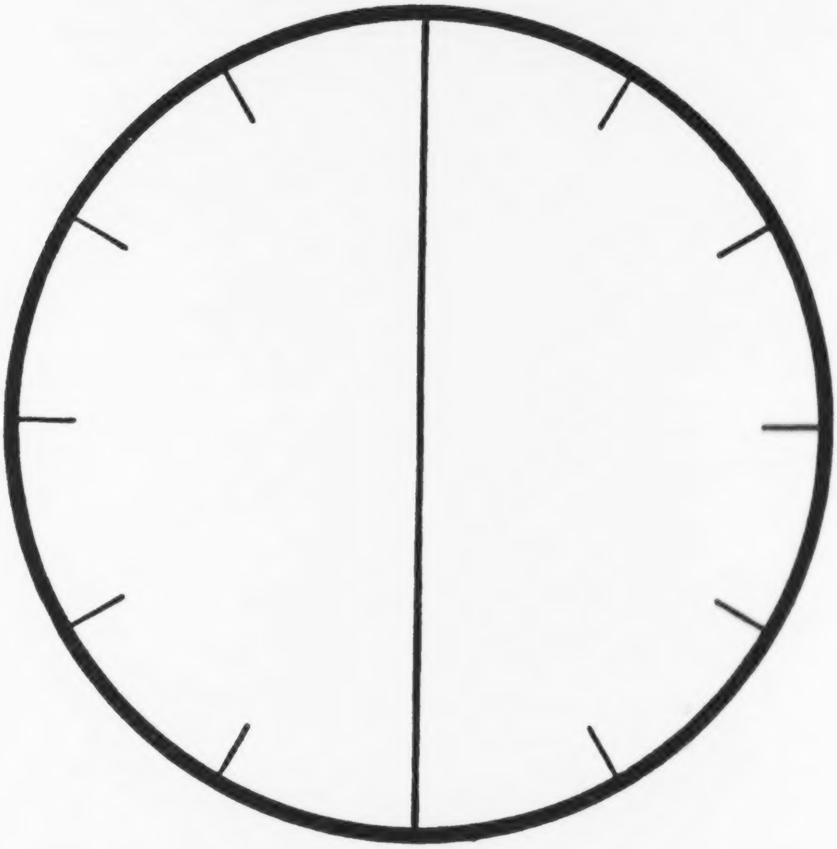

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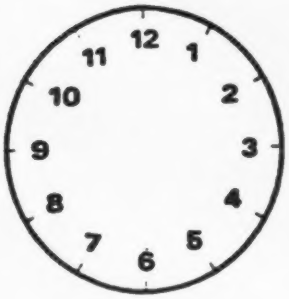
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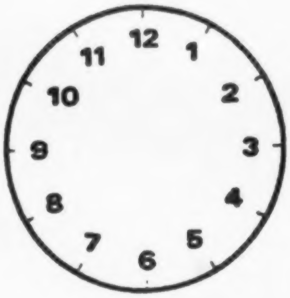
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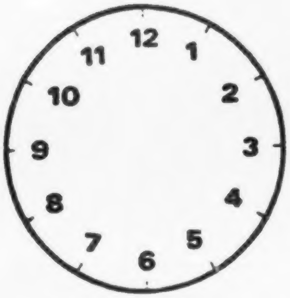
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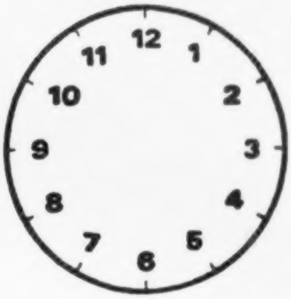
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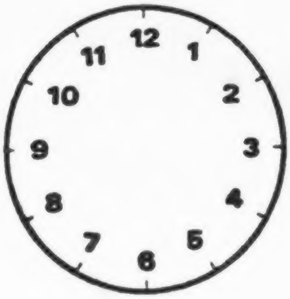
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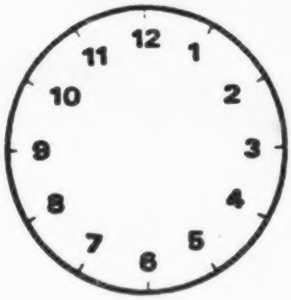
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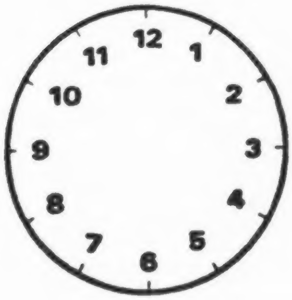
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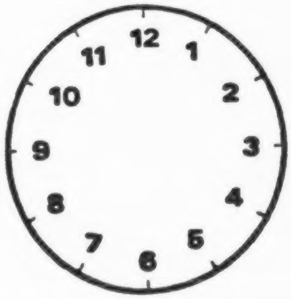
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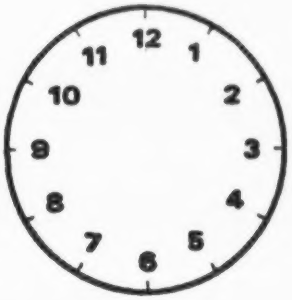
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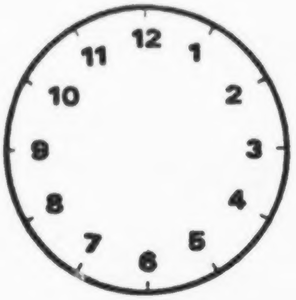
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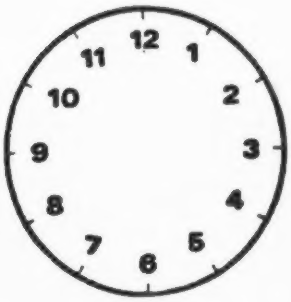
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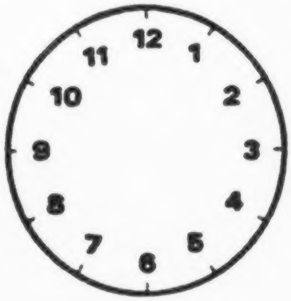
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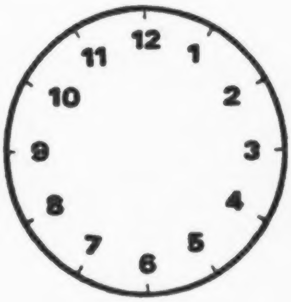
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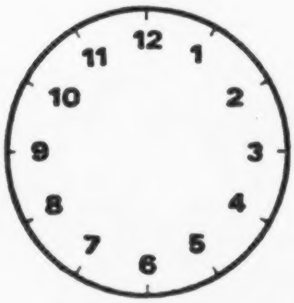
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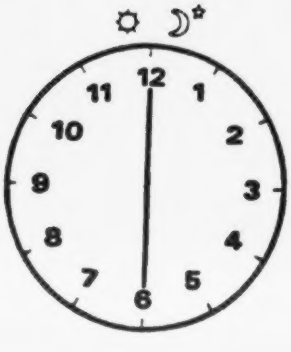

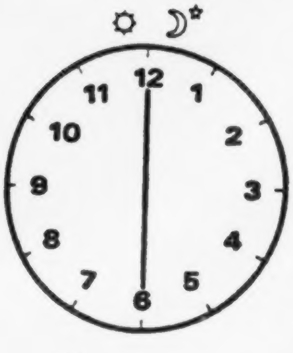

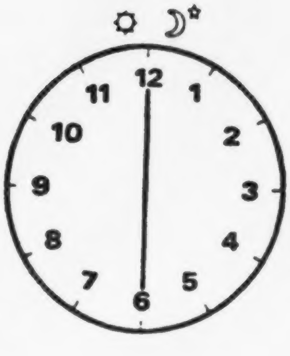

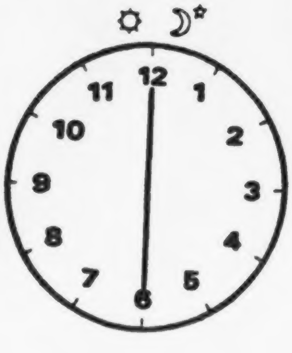

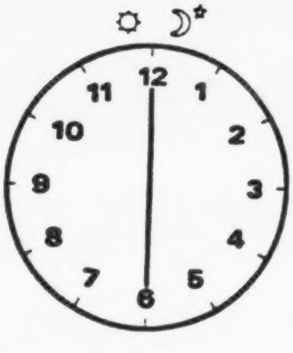

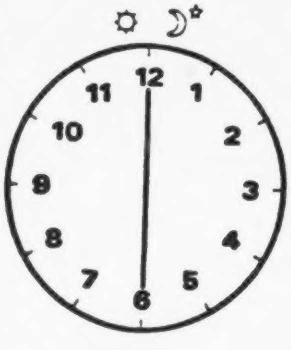

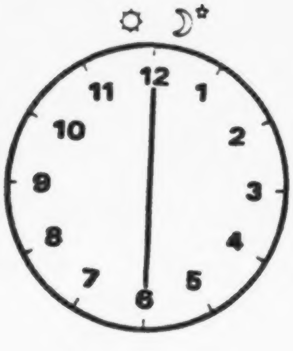

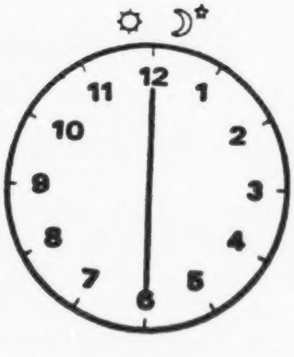

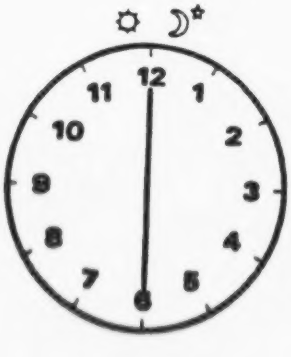

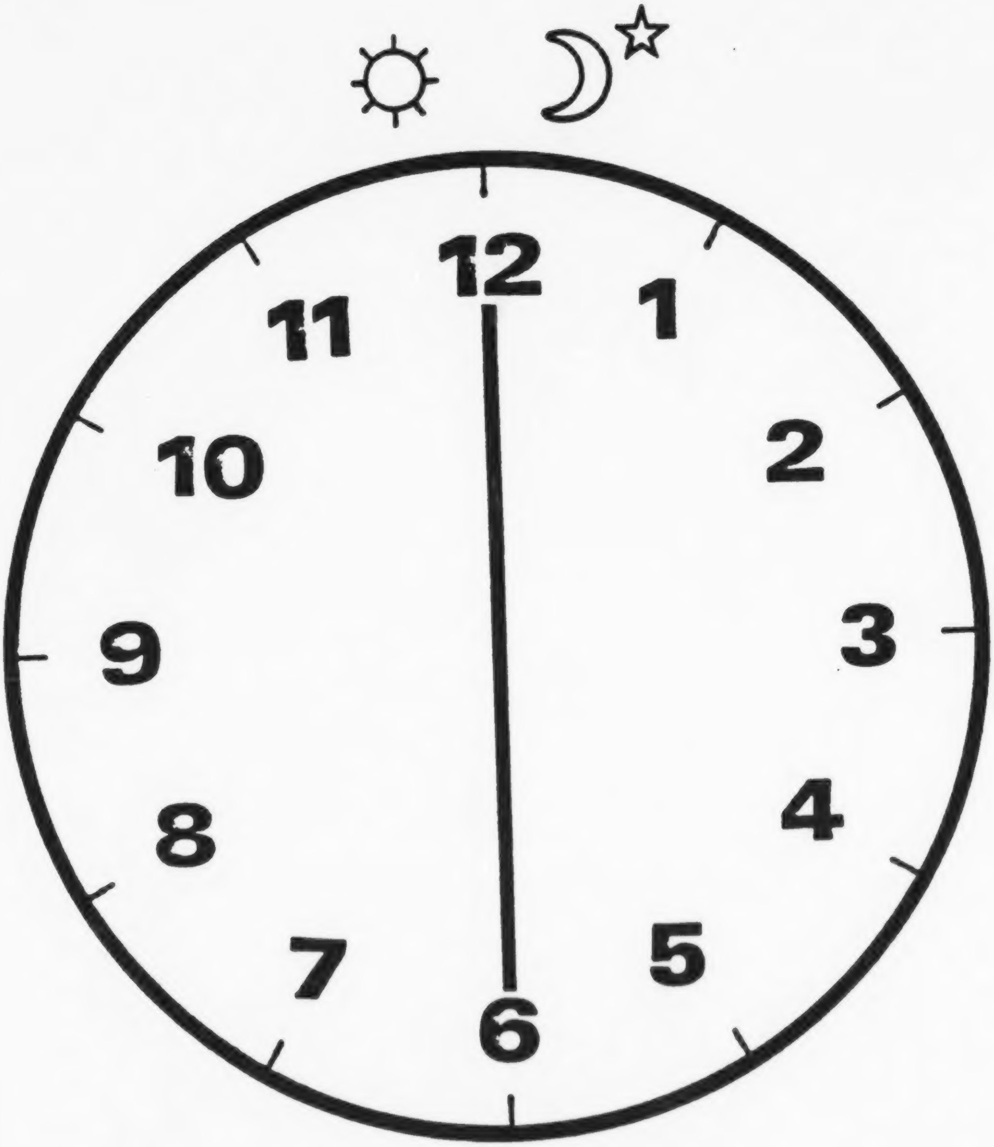
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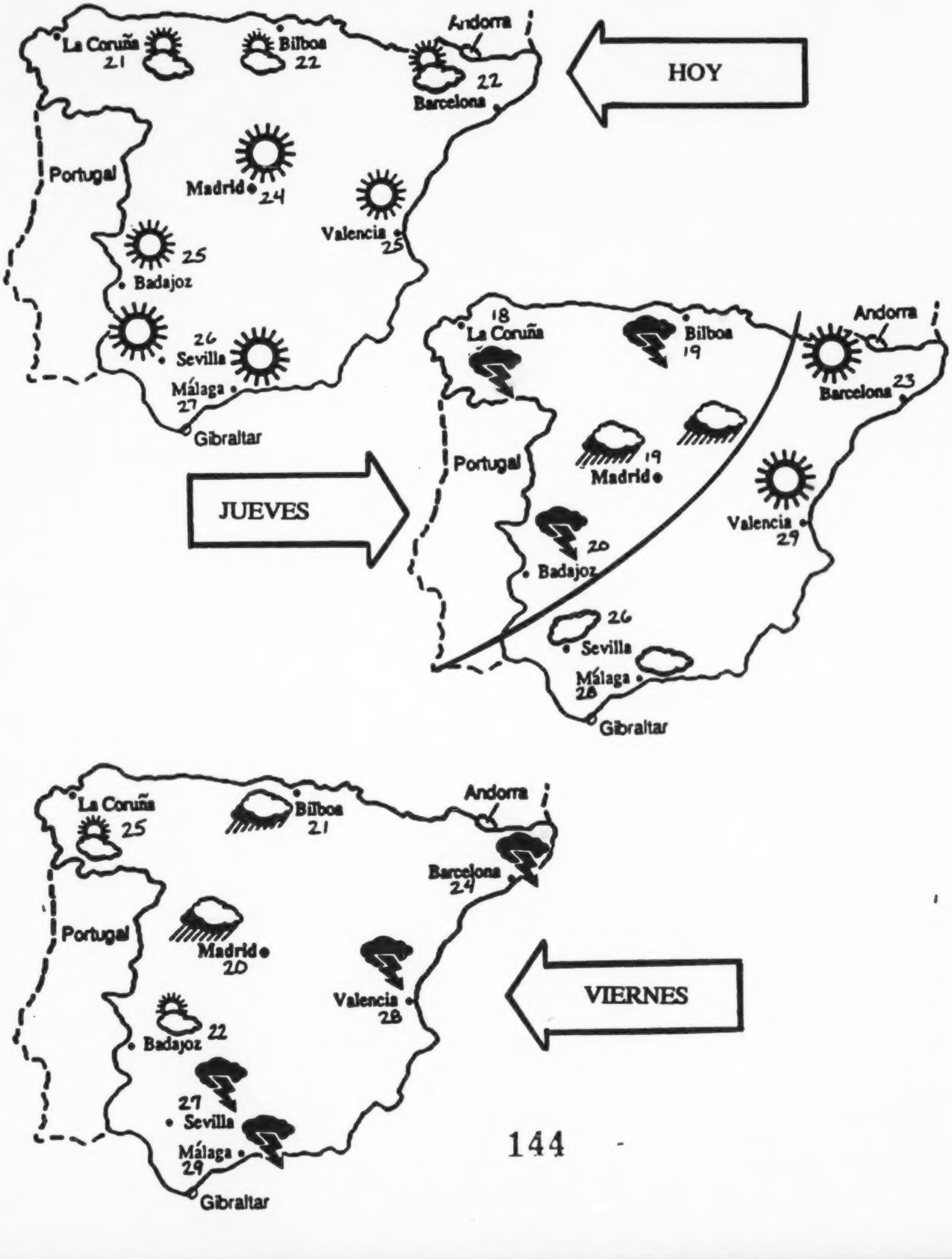
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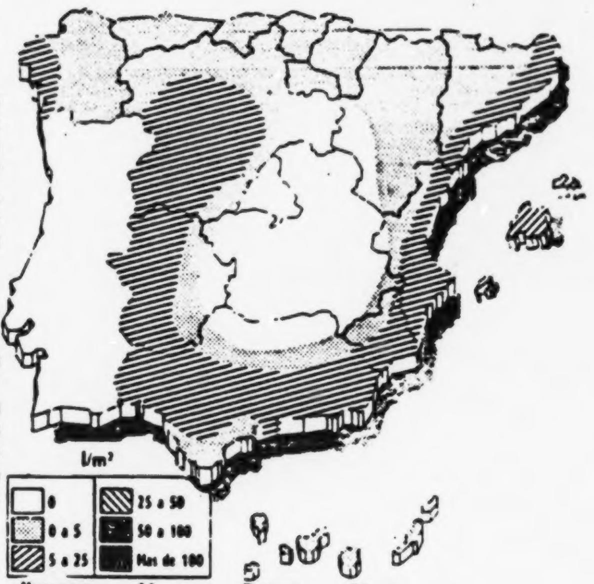
Pocas lluvias

José Antonio MALDONADO

Pronóstico.–La última semana del invierno va a transcurrir con ambiente soleado en la mayor parte de las regiones españolas. Las pocas lluvias que se produzcan afectarán a algunas regiones de la mitad norte peninsular, pero eso ocurrirá en contadas ocasiones y previsiblemente en ningún caso serán cuantiosas. Las temperaturas, en general, serán superiores a las que pueden esperarse en las postrimerías de la estación invernal. No habrá heladas y se alcanzarán además en muchos lugares valores superiores a los 20 grados.

Comentario.–Con lluvias en las regiones mediterráneas y en Canarias comenzó este último periodo de siete días. Desaparecieron después de esa zona y llegaron hasta Andalucía occidental, la Meseta Inferior y Extremadura, aunque débilmente en todos los casos. También duraron poco las precipitaciones en estas zonas, tocándole a continuación el turno al noroeste peninsular y nuevamente a algunas comarcas de Cataluña, Valencia y Murcia. Las temperaturas mantuvieron la tónica alta que ha venido caracterizando al invierno y de nuevo hubo zonas sobre todo del Norte en las que se registraron valores inusualmente altos.

PRECIPITACIONES DE LA SEMANA



Temperaturas a comienzo de semana

España	M.	m.	Pr.
Albacete	15	-2	4
Algeciras	17	8	0.5
Alicante	20	8	
Almería	21	7	
Avila	12	-5	3
Aviles	15	3	9
Badajoz	17	2	7
Barcelona	16	6	5
Bilbao	19	1	1
Burgos	9	-3	8
Cáceres	15	4	8
Cádiz	17	6	
Cartagena	18	6	
Castellón	18	7	
Ceuta	18	10	4
C. Real	12	1	0.2
Córdoba	18	2	
Cuenca	10	-3	
El Ferrol	15	7	10
Gerona	17	3	2
Gijon	16	-1	3
Granada	18	0	3
Guadalajara	13	-3	
Huelva	18	5	3
Huesca	15	0	
Ibiza	20	10	10

España	M.	m.	Pr.
Jaén	18	2	
Jerez	18	3	4
La Coruña	15	8	12
Lanzarote	21	11	
Las Palmas	22	13	
Leon	10	-4	3
Lérida	17	1	1
Logroño	14	-1	0,4
Lugo	13	3	
Madrid	17	9	
Mahón	18	8	9
Málaga	20	6	3
Melilla	18	10	2
Murcia	19	2	0,5
Orense	16	3	7
Oviedo	16	2	4
Palencia	11	1	
Palma	18	2	5
Pamplona	14	-2	4
Pontevedra	16	5	11
Salamanca	11	-1	
S. Sebastián	17	4	5
Santander	19	4	5
Santiago	14	3	25
Segovia	12	-2	3
Sevilla	19	4	3

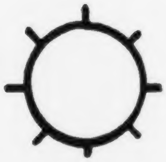
España	M.	m.	Pr.
Soria	12	-3	1
Tarragona	18	4	
Tenerife	22	13	
Teruel	14	-4	1
Toledo	14	1	
Tortosa	17	6	
Valencia	19	4	1
Valladolid	11	-1	4
Vigo	16	8	13
Vitoria	15	-4	0,3
Zamora	10	1	2
Zaragoza	15	1	2

Iberoam.	M.	m.
Bogotá	21	2
Buenos Aires	28	20
Caracas	27	17
La Habana	32	20
La Paz	16	4
Lima	26	17
Lisboa	16	3
México	26	6
Miami	28	19
Montevideo	27	20
Panamá	31	22
Quito	22	10
R. de Janeiro	36	20
San Juan	30	21
Santiago	32	11
Sto. Domingo	30	20

Extran.	M.	m.
Atenas	17	5
Berlín	11	1
Bruselas	12	4
Copenhague	9	3
Estocolmo	7	1
Francfort	13	-2
Ginebra	11	-1
Londres	12	3
Manila	32	18
Moscú	6	-4
Nueva York	20	0
París	12	1
Roma	19	8
Sidney	25	18
Tokio	12	-1
Viena	13	1

M.: Máxima de la semana –m.: mínima de la semana –Pr.: precipitación maxima (Datos INM)

ABC Edicion internacional, Madrid 14/20 de Marzo 1990. p. 39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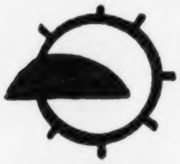
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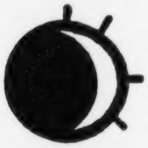
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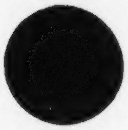
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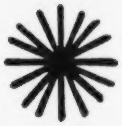
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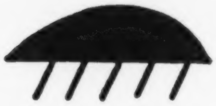
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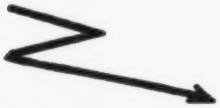
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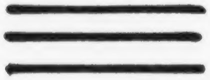
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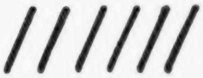
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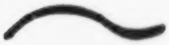
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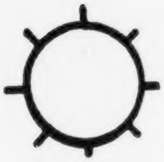

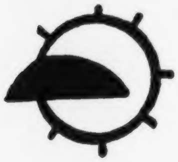

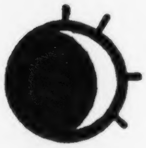

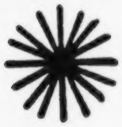

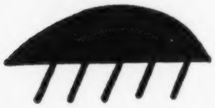

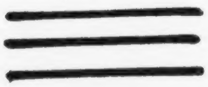

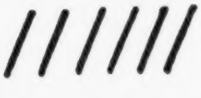

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